About the Authors

Dr. Field is the director of the Arnold College Division, College of Education, University of Bridgeport, Connecticut . . . **Dr. Myers** is an assistant professor at Central Michigan College, Ypsilanti . . . **Dr. McCloy**, pioneer, educator, and author, is emeritus at the State University of Iowa . . . **Mr. Syverson** is an assistant professor at the University of California, and **Mr. Pearson** is director of athletics at Lincoln High School, San Diego, California . . . **Dr. Steinhaus** is dean of the faculty, George Williams College, Chicago . . . **Mr. Gilmer**, is chairman of the Illinois Athletic Commission . . . **Mr. Patthoff** is a member of the faculty of the Ann Arbor, Michigan high school . . . **Mr. Calisch** is a member of the staff of Maine Township High School, Des Plaines, Illinois, and a graduate student at the University of Chicago . . . **Mr. Jackson** is a member of the supervisory staff, Public Schools, Washington, D. C. . . . **Mr. Picariello** is a professor at Long Island University, Brooklyn . . . **Dr. Bookwalter**, a former editor of the PHYSICAL EDUCATOR, is Director of Research, Indiana University . . . **Dr. Damron** is an associate professor at the University of Florida, and an official of much experience . . . and **Mr. Caldwell** is a physical education instructor at the Queen Elizabeth Junior-Senior High School, Calgary, Alberta, Canada.

Department Editors

ELSEWHERE IN THE WORLD
C. O. Jackson

TEACHABLE DANCES
Harry Grabner

BOOK REVIEWS
K. W. Bookwalter

RECENT ARTICLES
K. W. Bookwalter

OUTSTANDING PEOPLE IN THE PROFESSION
K. W. Bookwalter

The Physical Educator
of
PHI EPSILON KAPPA

Vol. XIV December, 1957 No. 4

WANTED NOW! A PHYSICAL FITNESS TEST FROM THE PRESIDENT'S COUNCIL ON FITNESS 123
David A. Field

A LOOK AT OURSELVES 125
Frank H. Myers

TOWARDS A GREATER DEGREE OF PHYSICAL LITERACY (Part II) *C. H. McCloy* 126

STUDENT TEACHING IN PHYSICAL EDUCATION 130
Magnus Syverson and George Pearson

SHOULD THE SPORT OF BOXING BE DISCONTINUED? YES! 131
Arthur H Steinhaus

SHOULD THE SPORT OF BOXING BE DISCONTINUED? NO! 133
Frank B. Gilmer

A NEW FACILITY 135
Howard C. Patthoff

YOU READ IT HERE FIRST—TOMORROW'S HEADLINES TODAY 138
Richard Calisch

THE IMPROVEMENT OF MARKING IN COLLEGE PHYSICAL EDUCATION 140
Edward L. Jackson

PURPOSEFUL PLANNING IN PHYSICAL EDUCATION 142
S. J. Picariello

FIFTH YEAR ISSUES IN PROFESSIONAL HEALTH AND PHYSICAL EDUCATION PROGRAMS 143
Karl W. Bookwalter

THE TOOTIN' T'ALLIGATOR 145
C. Frazier Damron

BROAD JUMPER 153
S. F. Caldwell

Departments

In the Editor's Corner 122
Elsewhere in the World 148
Teachable Dances 151
Book Reviews 154
Recent Articles 156
Outstanding People in the Profession 158
Index 159

THE PHYSICAL EDUCATOR is published in the month of March, May, October and December by Phi Epsilon Kappa Fraternity, a professional fraternity in physical education at Indianapolis, Indiana. *Entered as Second Class Matter at the Post Office, Indianapolis, Indiana, under the Act of August 24, 1912.*
Single copies and back copies are 60 cents. *ALL FINANCIAL TRANSACTIONS SHOULD BE DIRECTED TO THE BUSINESS MANAGER, 3747 N. LINWOOD AVENUE, INDIANAPOLIS 18, INDIANA.*

In the Editor's Corner

Our guest editorial this issue is by J. E. Rogers, formerly with the National Recreation Association and Director of the National Physical Education Service, and now retired.

Citizenship and Physical Education

PHYSICAL EDUCATION has a direct contribution to make to citizenship. Of all the subjects in the curriculum, physical education, through it's programs of play, games, and sports, can do much to educate for those attributes essential to good citizenship. A well-directed, balanced program of physical education can make a substantial contribution toward developing a sense of fair play, appreciation of the value of team work, respect for the rules, and cooperation with one's fellows.

Citizenship is not learned by lip motions, singing the national anthem, or reciting the oath of allegience. We learn by doing. Physical education is essentially an activity program, a doing activity. Under a wise teacher, a child learns to respect the property of others, and their rights; to keep his temper; to keep his nose down in victory, and his chin up in defeat; to keep himself fit, and maintain a strong, healthy body; and to play fair, to be a sportsman. These rules are the laws of the game. They are life's patterns and experiences.

The great educational power that physical education has in educating for citizenship is that it is harnessed to the interests and emotions of youth. Plays and games are essential to their growth and development. The problem is to get professionally-educated and dedicated teachers who will bring out real sportsmanship and ethical values.

Here are a few of the factors that make for citizenship education, and where physical education can make a real contribution:

1. *Good health.* Ofttimes, good citizenship is a matter of good health. Much of crime, disorder, and misbehavior comes from the results of physical disorders, defects, and degenerations. The biologist, the psychologist. and the sociologist know this to be true. The records of our courts, broken homes, and clinics testify that good health is conducive to good conduct.

2. *Vocational efficiency.* Having a job and doing well by it, is essential to being a good citizen. A man or woman who is efficient and happy at work, makes a good worker, parent, and neighbor. Physical fitness contributes to proficiency and success, as well as to good human and community relations.

3. *Leisure time.* The wise and wholesome use of leisure time is also essential to good citizenship. Too often we make or break ourselves in our right or wrong use of leisure. Mischief is wrong play that can lead to delinquency. We do not get into trouble during the eight hours of work, or the eight hours of sleep, but during our free time.

   Challenging and socially-approved play habits and recreational interests, that can be carried on through life, contribute in a large measure to the development of a happy and integrated citizen.

4. *Sportsmanship.* The elements of good citizenship are the same as those that make for good sportsmanship. Fair play, the ability to lose gracefully, and to win honestly, to think of the team and not just oneself, are elements found in both. Team work and loyalty are characteristics of a good citizen. They can only be learned by doing.

Industrial waste due to inefficiency and illness can be substantially reduced through correction of remedial defects, improving health habits, and especially through better physical fitness programs.

A physically-fit person is more likely to be efficient, happy, and useful. A physically-fit nation is better prepared to meet any emergency from without or within.

J. E. ROGERS.

Wanted Now! A Physical Fitness Test from the President's Council on Fitness

David A. Field

UNLESS SOMETHING IS done promptly to put into action the impetus given to national fitness by the President's Council on Fitness, our present carefully modulated voice will become a whisper. If this happens, it may be many years before we will have a comparable opportunity to voice our feelings and demonstrated abilities *en masse* to the nation. The Y. M. C. A. has its National Achievement Test, the Amateur Athletic Union has its fitness test, and there are scores of other tests devised by individuals or institutions. We need a National Physical Fitness Test supported by the President's Council on Fitness and represented by national organizations chiefly concerned with fitness and youth. It could be underway by 1958!

Regardless of the criticism that many have shown towards the Kraus-Weber Test of Minimal Muscular Fitness, no one can deny that this test, plus its implementation by the originators and Bonnie Prudden, caused a mild sensation throughout this continent the past several years. Communities became genuinely interested in physical fitness, and anxious to take a first step towards doing something about the problem. We are grateful to these modern pioneers for their diligent efforts, but we must carry on *NOW* following the breakthrough into public apathy—otherwise, we have "missed the boat."

Fitness conversation has highlighted state, district, and national conventions during the past few years. Much of the talk has been related to such arguments as:

"I don't think the Kraus-Weber test is a valid test of fitness." "You mean to say that a person is not fit just because he is twenty pounds overweight. Look at Porky Oliver and his golf scores." "The P. F. I. is the only good test of fitness." "I don't care if my tackle can't chin himself three times and is declared unfit by this test. Just so long as he can open up that hole in the line, what's the difference?" "But the correlation between the P. F. I. and the Kraus-Weber test is only —." "Chins do not measure strength; they measure power." "Sit up's for time do not measure abdominal strength; they measure endurance." "Oh, that's all right for the research laboratory, but not for my gym class." Ad infinitum!

Comparisons With Other Tests

Members of our profession have been afraid to band together with allied parties to implement the best we have as of 1957. So long as we wait until we concoct the one test that has .9 validity, .94 reliability, and administered in one minute with no expense in materials, we will continue to wait. The medical profession did not wait until the Salk vaccine was 100% effective before it recommended that the public accept it. True, millions of hours of careful research preceded the announcement, but the physician proclaimed it as a great discovery while simultaneously noting its limitations.

Nothing could be more gross than the typical medical examination given to high school boys aspiring to be varsity candidates for the football team. Nevertheless, the medical profession as a whole has found that coarse tests of heart, lungs, genitalia, and general questioning about a candidate's medical history indicate possession or lack of a degree of health sufficient to play.

Terman and his associates put years of work on the I. Q. before submitting it to general usage. It has been accepted for several decades as a good general index of intelligence to be used with other tests for guidance purposes. It has had revisions and will continue to have them. The one used in 1992 will probably be superior to the one used today, but that is no reason for our present generation to be embarrassed about the current tools made in the light of today's facts. The Iowa Reading Tests have been supported nationally by thousands of educators, and the examinations have contributed much to ameliorating children's handicaps in that area. Driving tests are quite well standardized too, and though imperfect, serve as a "rough" index of a person's beginning safety knowledge and ability behind the wheel.

For years the sphygmomanometer has been used to test blood pressure, and it has been reputed to be a fairly reliable criteria of an individual's circulatory efficiency. The test is inexpensive and can be administered quickly; therefore, the family physician will continue to use it extensively for gross circulatory measurements. At the same time he will give more refined tests that offer additional validity for those who have more serious cardiac deficiencies.

We are in a comparable position. We can give the "toe touching" item of the Kraus-Weber test, and a satisfactory performance denotes reasonable flexibility. However, if we want to refine it more, we can use calipers and determine the flexibility of nearly all of the joints of the body. The point is that while we must continually strive to iron out the "bugs" in existing tests, if we continue with our present conservatism in this area, nothing will be done. We have a "teachable moment" today—let's not lose it.

What Elements Must the Test Possess?

1. *The test must have reasonable reliability and validity.* It seems as though there has been sufficient research in the college laboratories during the past two decades to point the way towards the best test elements to be used in this pioneering effort. In spite of the fact that nearly all teacher training institutions require a tests and measurement course for their Physical Education majors, is there any body of knowledge and skills so little used following graduation? Also, if this National Physical Fitness Test is widely used, we may expect it to be administered by many men and women who have had no experience whatsoever in the testing area. As the Red Cross has certified countless expert lay first aiders, so we too can train competent lay fitness testers to help assure us of maximum reliability.

2. *The test items must be kept at a minimum.* It is a rare instructor who wants to give 25% of his program to testing, and tests requiring that much time will be quickly ignored. If expensive apparatus such as the P. F. I. necessitates is required, we can be sure that it will not be used nationally. One reason the Kraus-Weber test was so readily accepted was the minimum equipment needed—it didn't need a 100 yard straight-away; no, not even a chinning bar. *Let's face it—the test could be applied to the typical situation.*

3. *Scoring must be simplified and objective.* T scales and charts would help, and a fitness computer on the order of the one on page 135 of the U. S. Naval Manual *Conditioning Exercises, Games, and Tests* might be a boon to the program. It is splendid to have Cozen's Achievement Scales based on the tall slender, tall medium, tall heavy, medium slender, etc.—BUT—these scales will not be used when large masses are to be tested for gross fitness. Age, height, and weight are important if individual differences are to be given appropriate consideration, but these will have to be used for finer measurements such as for those individuals who are quite concerned after failing the gross National Physical Fitness Test. Research substantiates the fact that the mesomorph will do better in physical fitness tests than the endomorph. *HOWEVER,* who is going to instruct thousands of people to differentiate accurately between the 776 and the 642?

How Do We Get The Movement Started?

The President's Council on Fitness could call a conference involving the principal organizations devoted to youth and physical fitness. Among these would be the American Association for Health, Physical Education and Recreation, the National Recreation Association, the Y. M. C. A., the Y. W. C. A., the Boy's Club, the Boy Scouts, the Girl Scouts, the Y. M. H. A., the National Federation of High School Athletics, the National Collegiate Athletic Association, the National Education Association, and the Athletic Institute. An outstanding advertising firm would also be a prerequisite in the campaign.

What Would Be The Function Of The Committee?

Generally speaking, (1) this committee would decide upon the items for the National Physical Fitness Test. Notice the word *Physical.* Yes, the Emotional, Social, and multi-other competencies are important—but one step at a time.

Specifically, (2) this group would determine how a rejuvenated interest in physical fitness might be maintained and extended. If articles in recent publications like Sports Illustrated, Sunday supplements, a host of women's magazines, plus front page newspaper stories are any criteria, it should not be too difficult to flood the nation's newsstands with interesting information on this topic—especially, if it were to be given the final "plug" by President Eisenhower through the Director of the Fitness Council, Dr. Shane MacCarthy. Let's not be so "professional minded" that we submit our manuscripts only to academic periodicals. There have been too few occasions in which current leaders such as Cureton, Bucher, Steinhaus, and Karpovich have presented their views in Look, Life, etc. They didn't have the 100% support of the profession on their views about wheat germ oil, Little League baseball, boxing, and the effect of warming up—BUT—they made the *general public focus its attention* on these important topics.

3. This committee would form a sub-group responsible for the national distribution of scoring tables through a variety of channels. Schools, sporting goods stores, social agencies, recreation centers could be used. Outstanding amateur and professional athletes could take the test and have their scores listed on picture cards included in cereal boxes. Wheaties saw the value of this appeal when it hired some of our leaders to write a sports instruction series for them. Let's just say it is an approach not incongruous with today's best selling methods—and *fitness must be sold.*

The Athletic Institute would play an important role in this concept of renewing nationwide interest in fitness. The Institute could distribute awards to local sporting goods stores which would give them to individuals meriting the recognition after having been certified by qualified testers. A certificate could be given persons rated as "good," a wallet card for those in the "excellent" class, while lapel pins might be awarded for those superior persons in the upper "10%." Nothing would be given those in the average category because the average, as found by many engaged in research, is not an

enviable state of fitness in America today. Those scoring below average would be notified (also, the parents in cases of school age children) about the deficiencies, and a pamphlet would be enclosed which would offer suggested activities for the improvement of various test scores. Social agencies, recreation centers, and schools could have special programs geared to the improvement of fitness.

What Has the Nation To Gain With This Approach?

(1) Individuals of both sexes and most ages could be more effectively stimulated to improve their personal physical fitness. This would be valuable both to national defense as well as to general progress since we could have improved efficiency in combating fatigue in daily living. (2) Inasmuch as every third day is a play day in American culture, more leisure hours might be directed in the direction of sports. (3) Manufacturers of sports equipment as well as producers in allied areas could benefit through increased production. (4) The attention of the public could be focussed upon a profession that is dedicating its efforts towards the improvement of physical fitness and sports education for the mass. We need it. What are we waiting for?

A Look At Ourselves

Frank H. Myers

THIS WRITER WAS recently privileged to hear a nationally known superintendent of a large New England school system describe an experiment in large-class instruction to be carried on in his school. Basically, their plan provides for several courses taught to 150 to 250 pupils at a time; they feel that dramatic, effective teaching and learning can result from such large class organization.

To carry out their experiment, this New England school system is planning a multi-million dollar building, and within this building will be five different units, called houses. The student body will be divided vertically rather than horizontally with some 400 to 500 students representing all of the upper four grades within each house. While the speaker was describing the experiment and explaining the new building in detail, he made the statement that physical education would be moved outdoors.

Curiosity being aroused by this statement and by the lack of mention of physical education within the experimental plan, the writer made an appointment for a conference with the speaker. Opening the conversation, the writer asked the following question: "What is the implication for physical education in your experimental plan, and what physical education facilities are provided in your new multi-million dollar structure?"

A summary of his frank and revealing answer follows:

People in physical education do not know what they want in facility planning.

Physical educators fail to make physical education interesting and meaningful to the student, and many do not know what their field is attempting to do in education.

Physical educators cannot teach unless a "ball" of some sort is provided. Is this the only way physical education can be taught?

I fail to see the benefits of a physical education program, nor can I see the value to participating students. One gets the same benefits from free play.

The physical education program now occupies approximately one third of the space in school buildings. This is unfair to other academic areas and hard to justify.

I want a physical education person with a medical background.

The physical education department is not included in the large-class experiment carried on in my school. If someone could convince me as to the purpose and value of physical education I would be extremely grateful.

These summary statements challenge the belief of many physical educators that our profession has achieved its niche in the educational spectrum and that we belong to a profession whose purposes and goals are unquestioned. Such misconceptions emphatically reaffirm the need for every physical educator to re-examine his own philosophy of physical education and re-appraise the work he is doing every day in the field.

This was a man whose decisions affect the lives of thousands of youngsters throughout the years, and he holds what we would term, at the very least, a misconception of physical education. How many others are of the same beliefs?

This is a difficult question to answer, but certainly we find that we need to *look at ourselves*. We should continually look at ourselves from the standpoint of improving our instruction, evaluating results, interpreting our field to others, and fighting to fulfill the principles upon which our profession is based.

◆ ◆ ◆ ◆

A yawn may be bad manners; but it's an honest opinion.

Towards a Greater Degree of Physical Literacy (Part II)

C. H. McCloy

AS STATED in Part I of this series,[1] to insure constant progress towards physical or motor literacy the teacher should proceed according to correct principles. The teacher should teach, in the directing of the learning of skills, according to the principles of the mechanical analysis of motor skills.

When, as is so commonly observed in physical education classes, the pupils make slow progress in the learning of the correct techniques of motor skills, very often one of the reasons is that the pupils do not understand what they are trying to learn, and are often trying to learn a skill incorrectly because they think (erroneously) that this incorrect objective of learning is the correct one. One of the best ways to insure the pupils' having the correct objectives is to teach the activities in such a way that the *mechanics* of each type of skill is clear not only to the teacher but to the pupil.

The teaching of the techniques of gymnastics, and of many sports involving such activities as running, hurdling, jumping, throwing the discus, throwing a ball, kicking a football, swimming, or diving, has been highly developed empirically, but the mechanical principles upon which these techniques are based are frequently only vaguely understood and most of the teaching is based on tradition and on trial-and-error learning—and not infrequently the teaching is erroneous. Numerous books on track and field athletics, on basketball, on baseball, and on other sports contain many erroneous statements of fact. If the athletes wishing to master these skills were to follow the directions given by the authors, often-times mastery would be impossible, because the directions are incorrect.

To learn such skills economically, the following prerequisites for the learning situation would seem to be essential:

1. **The learner must have muscular strength adequate for the performance of the task.** For example, a person who lacks strength enough to pull himself up by his arms, or to flex the thighs forward on the trunk against the resistance of gravity and centrifugal force could not succeed in learning to perform difficult exercises on the horizontal bar, the parallel bars, the horizontal ladder, or the flying rings. A person with weak arms will not be able to put the shot or throw the discus successfully.

2. **The learner must know clearly *how* the skills should be performed,** otherwise he is apt to be trying (all too frequently successfully) to learn the *wrong* coordination—and, of course, will fail to learn the activity correctly.

3. **He must have developed through previous practice of gymnastics or sports an adequate kinesthetic sense and an ability to coordinate** his body and limbs to enable him to control all parts of his body to the point where he can cause them to obey his will. This means, of course, that from the very beginning of the teaching of physical education skills in the schools, the progression must not be too rapid and the technique of the skill must be correct.

From the standpoint of the teacher, the following abilities are desirable:

1. **The teacher should know the possibilities and the limitations imposed by the anatomical structures of the learners.** For example, the limitations of the backward movement of the femur in the acetabulum imposed by the ilio-femoral ligament limits the effective length of the forward stride of the opposite leg in such movements as batting the baseball, and often causes the batter to be moving backward *away from* the approaching ball when attempting to strike it. Another example is the limitation imposed by short, biarticular muscles on the backs of the thighs (biceps femoris, semi-tendinosis, and semi-membranosis) on the effective performance of a hurdler, a high jumper, a diver, a gymnast, or a dancer.

2. **The teacher should know the correct techniques of performing each activity.** He should know how to detect and correct all incorrect performance. This is best accomplished by learning the mechanical principles that can be applied to the skills of physical education, by learning how to apply them, and by learning what happens *mechanically* when the activity is incorrectly performed. When any athletic or gymnastic activity is correctly performed, the *mechanics* of the performance is correct: if they are incorrectly performed, the mechanics of the activity is incorrect.

3. **The teacher should teach these mechanical principles to the performers,** often in a very simplified manner and using a simplified vocabulary—particularly when teaching young children—so that they understand not only *what* they are trying to learn, but *how* the activity is to be performed, and *why* this method of performing the activity is correct. This use of mechanical principles and the accompanying explanations can readily be made even with children as young as ten or twelve years of age.

4. **When learning these mechanical principles, the teacher should indicate how such skills may be transferred to the learning of related skills:** for example, how one who has learned the principles of batting a baseball may apply that learning (in terms of mechanical principles) to the learning of the drive in golf, or of a forehand or backhand stroke in tennis, or of the kicking of a football. The most of the mechanical principles used in the each of these activities should be almost entirely the same, and the learner can apply these principles to different related activities when he takes them

[1] Towards A Greater Degree of Physical Literacy (Part 1) Physical Educator 15:3 (October) 1957, pp. 83-5.

up at a later time, often without the benefit of a skilled teacher.

It may be helpful at this time to present several illustrations. Nine simple principles will be presented here and in turn all or almost all of them will be applied to a number of different athletic events. This will show, furthermore, how these principles can transfer from one activity to another.

Principles

1. **The first principle presented is that in most striking, throwing, or kicking movements the mass of the body should be moving in the direction of the hit, throw, or kick.**

This results in adding effectiveness to activity, for, if the body is moving forward, the forward velocity of bat, golf club, tennis racket, foot, etc. will be greater than if the body is not moving forward, or if it is even moving backward.[2]

2. **Additional force is given by the torque transmitted from the feet on the ground or the floor through the rotation of the thighs at the hips, and the rotation of the trunk around the spine, and finally transmitted through the shoulders and arms.**

In the case of kicking, torque is transmitted through a leg to the foot that contacts the ball. In the case of kicking a football, the torque tends to be partially around a transverse axis passing through the hips, with the kicking leg moving forward and the trunk moving backward.[3]

3. **Frequently, though not always, just before the conclusive part of the performance the individual should adopt what is frequently called an "open stance."**

For example, in the case of putting the shot, after the individual has executed the hop, and after the right foot comes to rest on the ground, the left foot should not be directly in the line of the direction of the throw, but will be about 6 to 10 inches to the left of that line. This gives a larger angular distance for rotation of pelvis and trunk and permits the movement supplying the torque to be carried further in a counter-clock wise direction.

4. **In almost all cases more than one force will be applied, and usually those forces are not equal in size.**

For example, in the shot put, after the hop, there will be the torque and forward motion supplied by legs and trunk, which is a very powerful force; and this force will be blended, as its acceleration decreases, in to the movement of the upper arm around the shoulder joint in a forward and upward plane, and this in turn will be followed by the vigorous palmar flexion of the hand. Quite obviously the strength of the flexors of the hand are the weakest of these three forces. The muscles that move the upper arm forward and upward are the next weaker, while the muscles which supply the torque and forward movement of trunk and body are the strongest. If there was an effort to apply all of these forces simultaneously, the force of the muscles which supply the torque would be so strong as to overwhelm the forces of the other two groups because of the *increased reaction* resulting from the large increase in the acceleration of the shot. The principle applied here is to delay the beginning of the use of the arm and shoulder muscles, and later of the palmar flexors of the hand, until the acceleration produced by the previous force has diminished to the point where the strength of the groups of muscles just mentioned can be applied effectively.[4]

5. **To permit the implement** (bat, golf club, tennis racket) **or the hand or foot to move through a longer arc in order to permit the applied force to accelerate the implement, hand or foot to a greater velocity, the arm, forearm, hand, thigh, lower leg, etc. are moved in such a way that the limbs are sharply bent at certain joints.**

For example, in swinging a golf club, not only are the arms raised sidewards and upward to the right, but the hands are radially flexed so that the golf club points approximately toward the direction of the intended flight of the ball. As the arms are brought down (or as a tennis racket is swung forward or the leg in kicking is swung forward) the limbs are straightened at these joints, thus the implement, hand or foot is enabled to travel through a greater distance before contacting the ball or releasing the ball in a throw. In the golf swing, as the arms swing downward and to the left in a circular plane tangent to the intended flight of the ball, the hands are ulnar-flexed forceably in such a way as to accelerate the angular movement of the golf club downward and thus to increase its velocity at impact. In a similar way in kicking a football, as the thigh is flexed forward, the lower leg is extended rapidly, enabling the foot to travel over a greater distance and to achieve a higher velocity before impact.

6. **Just prior to impact, or just before the releasing of a ball in the act of throwing it, the movement of arms and hands, or legs and foot, should be forcefully emphasized to the**

---

[2] This may be illustrated by the following formula:

$$V_2 = \frac{(m_2 - em_1)\, u_2 + (1 + e)\, m_1 u_1}{m_1 + m_2}$$

In this formula u_1 represents the approaching velocity of the agent which strikes or throws a ball, such as a bat, racket, foot, or arm and hand. This quantity will be positive. u_2 represents the approaching velocity of the ball. In the case of kicking a football or of hitting a golf ball lying at rest on the ground, this value will be zero and the first term in the numerator of the equation above will vanish. In the case of hitting or striking an approaching ball, this quantity will be negative. m_1 is the mass of the bat, implement, or foot, together with the mass of parts of the body transmitted through the striking agent, and m_2 is the mass of the ball. e is the coefficient of restitution of the ball.

It will be seen from this equation that the faster the velocity of u_1 and u_2, the greater will be the velocity (V_2) of the ball when leaving the implement or foot. If the body movement forward adds to this forward velocity of the u_1, obviously V_2 would also be greater.

[3] In all subsequent descriptions, it will be assumed that the performer is right handed, and that he kicks with the right foot.

[4] Here the formula Force=mass x acceleration is the one that applies. When acceleration is great, the forces of both action and reaction are great; when the acceleration has diminished, the forces diminish and the succeeding force can be applied effectively.

point where the individual "hits through" the ball or "kicks through" the ball.

This is important because there is often a psychological tendency to anticipate the impact and to decrease the amount of force applied.

7. **In striking or throwing movements in which a great deal of force is applied on an object of considerable weight, such as putting the shot, throwing the discus, or batting a ball, the rear foot should remain on the ground until the implement has left the hand or the ball has left the bat.**

The reason for this is that in making the strong effort needed to throw the discus, put the shot or to swing the bat as hard as is necessary, the *reaction* of this movement is so great that it is apt to greatly retard the forward movement of the body or even to push it backward. Keeping the rear foot on the ground obviates this difficulty and prevents the reaction of the throw or swing of the bat from moving the performer backwards. This is not important in the case of the throwing of such light objects as a baseball or cricket ball or javelin, as the mass of the ball or javelin is so small relative to the mass of the performer that it is preferable to obtain as much forward momentum of the body as is possible, which gains more for the performance than is lost by prematurely removing the rear foot from the ground. This principle does not, of course, apply to kicking activities where that foot is used as the "implement" with which to kick the ball.

8. **The hit or throw should be performed at the correct angle.**

When hitting a baseball, for example, gravity causes the ball to fall from the highest point in its trajectory so that the swing of the bat should be slightly upward in the approaching line of the falling ball. This is usually true in tennis, though not aways, but the tennis stroke should be slightly upward so far as the resultant of the various components of forces are concerned, so that the ball will clear the net without being pulled down into the net by gravity. This, of course, does not apply to the tennis smash or volley from a position near the net. In putting a shot at the world's record distance, the proper angle is about 40 degrees from the horizontal.

9. **There should be a "follow through" after the conclusion of the performance of batting, throwing, or kicking in order to diminish the amount of force taken to stop the body or limb.**[5]

Some Examples Of The Application Of These Principles:

Batting a ball. In striking a ball with a bat when the ball is approaching through the air and not bouncing from the ground (as would usually be the case in batting in cricket), the principles would be applied as follows:

1) The batter steps forward to meet the ball, but assumes a solid stance with both feet on the ground before contacting the ball with the bat. He keeps his center of gravity moving forward until the ball has left the bat.

2) He begins the application of torque by rotating his thighs clockwise in the acetabula, and rotating the trunk counterclockwise around the spine. To accomplish this, the feet must remain solidly in contact with the ground.

3) When the distance of ball from the batter permits, a slightly open stance should be assumed which, as was described above, gives more distance for the application of torque to the swinging of the implement.

4) Successive forces should be added as indicated above, each making its greatest contribution when the preceding velocity has leveled off and when the acceleration has decreased significantly. Thus in batting, one first steps forward, then, while continuing the forward movement, applies the torque of the body; then:

5[6]) Swings the arms forward, and ulnar flexes the hands as the time for impact approaches. Thus there is a *flow of energy* from the ground up through the legs, the trunk, the shoulders, to the arms, the hands and eventually to the ball.

6) The individual should "hit through" the ball so that the energy and momentum developed will not be lessened by a premature diminution of force.

7) The rear foot must be kept on the ground to keep the reaction of the force of the movement of swinging from the bat from pushing the body backward and diminishing the effectiveness of the force generated by the movements of the body and by the swing of the bat.

8) Since the ball is falling, the bat should be swung in a plane coinciding with the line of flight of the falling ball to insure the greatest probability of a centered hit.

9) After the impact of bat on ball, the swing should be stopped gradually in order that the increased distance will result in a decreased force and avoid a strain of the muscles antagonistic to the swing of the bat.

The drive in golf. It will readily be seen that the same principles will apply to the striking of a golf ball.

1) There is no step forward, but there is a lateral shift of mass from the right to the left as the swing progresses.

2) The torque is (a) around the long axis of the spine and the hip joints, and (b) around an antero-posterior axis through the spine as the left arm swings downward and to the left with the change of the lateral curve of the spine from a left curve to a right curve.

3) Usually there is no open stance here as the hitting is in front of the body and there is ample room to complete the pre-impact swing before coming to the end of the active muscular contraction.

4) The application of force is first, the lateral sway to the left, then the application of the torque, then:

5) The swing of the arms downward accompanied by the ulnar flexion of the hands just preceding the hit.

6) The individual should "hit through" the ball for at least a few inches after the club head has made contact with the ball.

---

[5] This is according to the formula Force x distance $= \frac{1}{2}$ mass x velocity^2 (which is kinetic energy). Here, in the follow through, *force* is negative.

This principle does not apply to the actual performance of the propulsive activity, but is solely a protection to the performer. Here by increasing the distance, the force is decreased. Nothing, of course, that happens after the ball is struck, affects the flight of the ball. The follow-through affects the body only by preventing its being stopped so quickly as to strain the muscles antagonistic to the muscles used in the propulsion effort.

[6] Principles 4 and 5 will always be treated practically together as I have done here simply because the fifth principle is blended with the fourth.

7) The rear (right) leg should be kept straight and the ball of the foot should remain on the ground and push strongly downward and to the right until after impact with the ball.

8) The player should hit straight through for a drive, but should hit downward slightly for his iron shots (this involves another principle which will not be gone into here).

9) The follow-through is for the same purpose as that described above.

Putting the shot. In a shot put the same principles apply.

1) There should be a hop on the right foot of a right handed thrower, moving to the front of the circle and toward the direction of the forthcoming put, followed by a tipping of the whole body on the right foot in the direction of the throw so that as the individual prepares to put the shot the whole body continues to rotate counterclockwise around an antero-posterior axis through the right foot. The body should thus continue to move in the direction of the anticipated put as the subsequent forces are added.

2) There should be an application of torque as indicated above in batting.

3) There should be a placing of the forward (left) foot about 8 inches to the left of a line straight forward.

4) The application of forces should be first, the hop with its accompanying tipping to the left, application of torque, and

5) The successive movement of the upper arm in a forward and upward plane (with wrist in front of elbow), and then the forceful palmar flexion of the hand at the end of the throw.

6) The individual should keep pushing the shot throughout until it has left the hand.

7) The rear foot should remain on the ground until the put has been completed.[7]

8) The angle of the shot to the ground for the world's record distance should be about 40 degrees. The angle should be slightly greater for shorter distances.

9) The reverse and follow-through exemplifies the same principles as those indicated above in the discussion of the principles.

Some exceptions. There is not space here to analyze all of the activities that have to do with throwing, striking, or kicking. There are some differences in different performances in some of which one or more of these principles are not applicable. For example, in the throwing of light balls or of the javelin, as indicated above, the rear foot should not remain on the ground, as the mass of the body is so much greater than that of the ball or javelin that it is more efficient to develop a larger amount of forward momentum and to neglect the relatively minor force of reaction produced by the throwing of the ball or javelin.

Obviously in kicking a football only one foot can remain on the ground during the kick.

In such an activity as a backhand drive in tennis, not only is there no open stance, but there is a decided closed stance, or a stepping across with the forward foot. This is to permit a larger range of movement of the right arm and racket before it hits the ball, and thus to enable a greater amount of velocity to be developed while the arm and racket are accelerating over this increased distance.

In 1922, the writer began the study of mechanical analyses of motor skills with a list of 24 mechanical principles. This list has grown through the years until he is now using 71 such principles and sub-principles, and the list will probably grow much longer in the future as more study is given to the analysis of other activities.

Transfer of Learning:

It may readily be seen that if these principles are taught to the learners (using, where necessary, a simplified terminology in keeping with the educational progress and abilities of the pupils), these learners can readily understand the application of these principles to the mastery of new activities. For example, if a boy has learned to bat a baseball, he can readily learn to hit a golf ball well and to kick a football accurately if he applies these common principles intelligently.

This method of teaching (a) aids the teacher in teaching new skills. The teacher not only knows how to direct the learning of the pupils, but he more readily recognizes the errors made by the pupils and the causes thereof. (b) It also aids the learner himself to master new skills more readily in situations where he has no competent teacher of golf, but where there are 100 other poor golfers all eager to show him how to perform incorrectly! (c) Finally, it aids the learner to become a more trustworthy instructor of others when a trained teacher is not available.

It is the writer's belief that wider applications of the mechanical analyses of all skills pertinent to physical education will lead to better teaching of these skills, and to about twice as rapid learning upon the part of the learners. Teachers of physical education or gymnastics should give as much attention to developing such a scientific method of teaching sports and other athletic skills as they have given to the teaching of the more formal gymnastic skills.

As was stated in the first installment of this series, it would seem to this writer that there are two very important aspects to the adequate teaching of skills. One is the application of the proper psychological principles, and the other is the appli-

[7] If an individual has his legs too straight, this is difficult to do, as he tends to have his rear foot raised as he moves forward over the front foot. This is easily remedied by crouching somewhat as he hops and by not straightening his right knee, but landing on the ground with this knee bent about 20 to 25 degrees, and keeping the left leg also somewhat bent. The distance should not be too great between right and left foot. Then as he continues with the application of his torque, he can extend the right lower leg and push off with the right foot without having that foot leave the ground before the shot leaves his hand.

cation of the proper mechanical principles of analyzing the skills to be taught.

In addition to these, of course, there is the extremely important item that the *teacher* shall at all times be alert, first to note the needs in the teaching of each pupil so that the teacher may first present the skills in such a way that they are most easily learned, and second, correct errors as soon as they occur so that the pupil does not continue to over-learn the incorrect applications of psychological or mechanical principles, incorrectly applied.

One cannot, in the space of two short articles, present a semester's course in Principles, in Methods, in the Psychology of Physical Education, and in the Mechanical Analysis of Motor Skills. It is only as the teachers become interested in studying in these areas, and perfecting their knowledge and abilities in these areas, that progress will be made towards a greater degree of physical literacy.[8]

[8] For further materials see, John Bunn, *Scientific Principles of Coaching*, New York, Prentice Hall, 1955.

Student Teaching in Physical Education

Magnus Syverson and George Pearson

ORGANIZATION AND ADMINISTRATION of student teaching has been a debatable issue among physical educators in the United States. Should student teaching be done on a full day, part day or internship basis? Should student teaching by physical education majors be done in areas other than physical education? Who should be responsible in a college for the organization and administration of student teaching? What are the current practices regarding student teaching in colleges offering a major in physical education?

From an interest in this area a survey was made recently of 96 colleges offering professional preparation in physical education. These selected colleges were in the following western states: Arizona, California, Colorado, Idaho, Montana, Nebraska, New Mexico, Nevada, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

Most students graduating with a major in physical education do some of their teaching in the classroom, consequently, it is necessary that they have classroom teaching experience prior to graduation. To maintain more proficient organization and administration of the total student teaching program there seems to be a tendency for student teaching in all subject fields to be organized and administered by the Department of Education.

In 80 or 83% of the 96 colleges, student teaching was organized and administered by the Department of Education.

Of the 1,726 student teachers in the 96 colleges studied, 1,426 or 83 percent did student teaching on a part day basis, 226 or 13 percent on a full day basis, and 74 or four percent did student teaching on an internship basis. The majority of the students did their student teaching in the senior year, but some fulfilled this requirement during the junior year or after graduation.

In the 96 colleges studied, 1,218 of 1,726 or 71 percent of the students majoring in physical education did some student teaching in areas other than physical education.

Summary

1. The administration of student teaching was under the jurisdiction of the Department of Education in eighty of the ninety-six colleges.

2. One thousand four hundred and twenty-six of the 1,726, or 83 percent of the students doing student teaching in physical education were teaching on a part day basis, 226, or 13 percent on a full day basis, and 74 or four percent on an interneship basis.

3. A total of one thousand two hundred and eighteen of 1,726, or 71 percent of students doing student teaching in physical education did some or all of their teaching in an area other than physical education. More than one-half of the physical education major students did teaching in areas other than physical education, in addition to teaching in physical education.

It would seem that as much attention must be paid to the student experiences in the minor or academic subjects as in the major, or the activity field.

◆ ◆ ◆ ◆

Nature Study

Every child should have mud pies, grasshoppers, waterbugs, tadpoles, frogs, mud turtles, elderberries, wild strawberries, acorns, chestnuts, trees to climb, animals to pet, hay fields, pine cones, rocks to roll, sand, snakes, huckleberries, and hornets—and any child who has been deprived of these has been deprived of the best part of his education.

Luther Burbank

Should the Sport of Boxing Be Discontinued? Yes!

Arthur H Steinhaus*

THE SPORT of boxing as now practiced should be discontinued because

1. The head of man is not constructed to take the blows delivered in boxing.

2. It is not a true sport when measured by modern standards of sports and sportsmanship.

3. It is immoral when judged by the principles of Christianity and the standards of an enlightened social conscience.

Man's head is not constructed to take the blows of boxing. Scores of boxers have died from blows to the head. The recent death of the 1952 Olympic champion, Mr. Saunders, is just one illustration. But where one man is killed, scores of others suffer brain injury that makes them punch drunk for life; and for every one who becomes punchy, other hundreds suffer milder but permanent brain damage that leaves them weak-minded, dull, hyper-irritable, irresponsible, forgetful, slow in speech, subject to headaches, dizziness, and moody spells. Several boxers have themselves told me that since taking severe head punishment, they have never been able to think clearly again. Some have lost their hearing; others are partially blind. Such signs and symptoms are no surprise to medical scientists and to brain surgeons. In fact, the anatomy of the brain and skull is such that these conditions are really expected.

The brain of man weighs about three pounds. It is fluid packed in cerebro-spinal fluid within the skull. A blow to the head causes the brain to wobble, slide, and twist inside the skull. Such movement causes the sphenoid ridge which comes to a sharp edge to saw the under side of the brain at a point where some of our most sensitive and important brain functions are located.

In consequence, the brain suffers hemorrhage, lacerations, contusions, and swelling. All injury to brain tissue is permanent and, therefore, cumulative. Just last year Dr. Pampus of the famed Neurological Institute of Bonn University discovered that brain waves taken after a second knock-out remain abnormal for a much longer time that those taken ofter the first knock-out. This proves that damage piles up.

Some of our best known boxers of yesterday and today are suffering irreparable brain damage from their boxing days. Gene Tunney who himself quit boxing because as he put it, "The possibility of becoming punch drunk haunted me for weeks," has said the following,

> "When I see a young fellow being quickly knocked out, I feel relieved in his interest. I think he might be saved from real danger, from being hit on the head for years, though by minor blows, and thereby from being beaten into a mental wreck."

Every head pummeling, with or without a knock-out, is likely to leave a small portion of brain tissue permanently damaged. It is very probable that from fifteen to twenty-five percent of the men who enter a national or Olympic tournament come out with some permanent damage. In time these small injuries add up to produce serious mental defects.

In 1949 the boxing commissions of New York and Illinois alone disqualified 149 boxers as permanently unfit. Abe Greene, Chairman of the National Boxing Association, is authority for this datum. Abe Greene is also credited with the following quotation:

> "A constant beating about the head induces in a fighter the stage known generally as punch-drunkenness. Ofttimes," he says, "a fighter may be in good shape outwardly, yet he is suffering any one of a number of impairments. His sight may be in danger, he may be damaged by heavy blows in the past which have caused a series of smaller hemorrhages . . . ."

Men like Abe Greene know that the head of man is not built to take boxing blows.

Boxing is not a true sport when measured by modern standards of sports and sportsmanship.

First, there is no sport except boxing in which the primary purpose is to inflict bodily injury on an opponent, and in which victory goes to a man because he has successfully beaten his opponent into temporary unconsciousness.

Second, in no sport except boxing do spectators expect and even demand that bodily damage be inflicted.

Third, in every sport except boxing everyone feels badly when someone is injured, and the injured player is respected, even applauded by both sides.

Fourth, in every American sport except boxing there is provision for time out and for substitution when there is bodily injury. The injured contestant may leave the field without disgrace and without loss of self-respect.

Fifth, in no sport except boxing is a man's competence or courage judged by his readiness to continue in contest after suffering bodily injury.

Sixth, in every sport except boxing a bloody nose, a lacerated face, or temporary unconsciousness are recorded as accidents. In boxing these are produced on purpose and not reported as accidents. Thus boxing has a fictitiously low accident record.

* Adapted from the main speech and rebuttal used by Arthur H Steinhaus in supporting the Affirmative of the question "Should the Sport of Boxing be Discontinued," on NBC's television program "Debate," Sunday evening, December 16, 1956. The Negative side was presented by Mr. Frank Gilmer, Chairman of the Illinois Athletic Commission. The debate was judged by a Deputy Chief of Police, a President of the League of Women's Voters, and a Professor of Northwestern University's School of Speech. Dr. Steinhaus won by a split decision.

Seventh, based on deaths per 100,000 participants, professional boxing is 83 times more deadly than high school football, 50 times more deadly than college football, and infinitely more deadly than professional football.

Because boxing does not measure up to the standards of other sports or to the ideals of American sportsmanship, it deserves no place in the family of sports.

Boxing is immoral when judged by the principles of Christianity and the standards of an enlightened social conscience. In 1947 Father Damen of Rome wrote "It is difficult to reconcile prize fighting as we have it today with Catholic principles of morality. Even boxing," he says, "is so often accompanied by injury that it may easily assume sinful features."

In 1951 Father Hillman of Norwalk, Connecticut, pointed out that because a boxer's intention is to inflict serious wounds on his opponent or to knock him unconscious, and because he frequently succeeds, the boxer is violating the fifth commandment. Father Hillman says,

"The moral implications are obvious. A boxer sins when he attempts to land severe blows on the head of his opponent. The matter is grave because of the importance and delicacy of the organ which is attacked." He then goes on to say that "by his enthusiasm the spectator positively encourages the boxer. . . . This concurrence in which the spectator positively sustains, fosters, and encourages the contestants in their immoral actions can hardly be considered anything less than formal cooperation in sin."

Recently Mrs. Motz of Lake Crystal, Minnesota, after her seventeen-year-old son was killed in an amateur bout wrote me,

"I did not know the dangers of boxing, and I am sure that my son never did either. It would be much fairer for men who put these boxing bouts on to explain to these young lads the real dangers of boxing. Can't this sport be stopped?"

Any traffic that exposes our youth, who often are innocent of the true facts, to conditions in which the dangers of permanent brain damage and even death are as certain as they are in boxing, is immoral when judged by the principles of Christianity and the standards of enlightened conscience.

The Rebuttal

Because my critics are prone to ask "What does an old, impractical college professor who never boxed know about the thrills that come to one who engages in the manly art of self defense?" I will quote from a recent statement made by Paul Gallico, a one time ring opponent of Jack Dempsey and now a famed writer and columnist. In this statement published in the Daily Mail of September 6, 1955, Mr. Gallico annihilates most of the claims that my worthy opponents have made for boxing in language more direct and more forceful than I could muster. He says,

"If I were a dictator I would abolish prize-fighting in my country by decree. I should scrap all rings, burn all boxing gloves, and never let a youth be taught to strike another with his fists, for prize-fighting and boxing are stupid, senseless, unappetizing, inefficient, and 100 percent useless.

"Most of the things said or written about boxing—that it is healthful, manly, sporting, virile, scientific, and good for the development of character and self-reliance—are untrue

"I have covered boxing, promoted boxing, watched it, thought about it, and after long reflection I cannot find a single thing that is good about it from the point of view of either participant or spectator.

"It brings out the worst in human beings.

"As entertainment it is uncivilized; as exercise it is contradictory and ridiculous; as a means of self-defense it is wholly absurd. . . .

"It is known that serious lesions in the brain, leading to eventual paralysis and even death, as well as damage to the optic nerves causing blindness, can and do result from these blows.

"It is further known that a light blow delivered low can render a man as quickly hors de combat, flooring him and causing him to lose all further interest in fighting, but without doing him any permanent injury leading to darkness, imbecility, or the grave.

"Yet the low punch is barred and called foul and when used causes the sportsmen among the spectators to seethe with indignation and cry out in anger, demanding punishment for the guilty party while every wallop to the head and jaw, eyes, nose, and ears, all of the delicate sensory organs, is hailed with delight and cheered, particularly when those blows bruise, maim, cut and tear.

"I reproach myself when I recall that I invented and started the Golden Gloves Amateur Boxing Tournament and, by glamourizing and publicizing a useless, dangerous sport, am responsible for hundreds of young men becoming professional prize-fighters. If there is a chapter in my life I would care to erase it is this one.

"Prize-fighting, amateur or professional, was, is, and always will be a low, tawdry, greedy game.

"There is no magic about prize-fighting that rescues the lost soul. Kids can be just as much interested in football, hockey, tennis, cricket, and athletics. What they want is the sense of belonging, of being wanted and needed.

"Any team game is immediately the superior, in social work, of boxing.

"Boxing is the most selfish and self-centered sport there is.

"Beating a man into insensibility with a padded fist takes time.

"The first rule of the sport is to weaken the opponent by belaboring him in painful and vunerable spots such as the kidneys, the stomach, the solar plexus, and the heart, as well as the head. If a cut or abrasion appears on the face, this must be enlarged. A broken nose is to be hammered, a torn ear further lacerated.

"If all this is fair and above board, consider what the shadier methods must be, and are.

"To sum up: Prize-fighting and boxing have no value whatsoever in our civilization, physically, ethically, morally, or spiritually."

◆ ◆ ◆ ◆

Ideas are such funny things; they never work unless you do. . . .

Should the Sport of Boxing Be Discontinued? No!

Frank B. Gilmer

THE SPORT OF boxing is a valuable asset and should not be discontinued.

Boxing is the art of hitting an opponent with gloved fists without getting hit—a science of attack and defense. The value of boxing is primarily in its training grind which toughens the fibre, sharpens the reflexes and develops technique, confidence, aggressiveness, endurance, physical courage, individual thinking, poise and sportsmanship. Boxing is a vigorous, rough, body-contact sport suitable for those physically sound boys of all ages, weights and sizes who want and enjoy such competition. Boxing is not a sport which should be forced upon anyone.

The key to successful boxing is intelligent supervision and instruction. Only physically sound boys should box. Proper instruction, equipment, conditioning, and matching according to weight, age and ability are essential. Boxing must be conducted according to its rules. Proper rest must be taught. Careful referees must protect the contestants from mismatches and fouls. Given these common-sense precautions, and teaching boxing as a game of skill, speed and condition, it is a body-contact sport which involves very little danger.

Through training in boxing boys learn coordination, gain physical strength, learn to stand up under fire, and learn through experience never to quit.

Modern boxing first attained great favor in World War I. When the French, Germans, Japanese and Russians saw what body-contact sports did for American armies they sought our techniques. American sports coaches spread our sports and training methods abroad, and the Germans, Japanese and Russians used them in connection with military training. Boxing was particularly valuable because in addition to being a fine conditioner it taught attack, maneuver and defense. Herb Graffis wrote: "Many American physical training experts have received foreign decorations in gratitude. At home the coaches usually receive the brush-off." Meanwhile, in America, passive entertainment such as automobiles, radio and movies were replacing sand lot activities and sports which required effort and a training grind.

During World War II, Secretary of the Navy, Frank Knox, said on January 11, 1944, in a Touchdown Club address:

> "We in the Navy definitely believe in the type of physical exercise and sports which involves bodily contact with your opponent. * * * We, as a nation, have had a frightful shock as we've come to realize that fifty per cent of the men who were called for service with the Colors could not qualify for physical or mental reasons. That means a nation, one-half of which physically could not defend its own freedom. * * * One of the lessons we have learned in this war ought to be that the building up of the physical side of young Americans is one of the most important and crucial tasks in the days after the war is over. The price of freedom is the ability to defend it."

As you may recall, Secretary Knox passed away before the war was won. Later, television was added to the passive entertainment available to our youngsters, and as a deterrent from physical exercise, became much greater than all of the automobiles, radio sets and movies combined. In other words, the physical fitness problem of which Secretary Knox spoke in 1944 is much more important and crucial right now.

Those who contend that the sport of boxing should be discontinued say that the danger of head injuries which may be sustained in the sport outweighs the benefits to be derived from it. These people, who usually have done no boxing themselves, attract attention by using the expression "punch drunk" which was an imaginative phrase coined by a New York sports writer thirty-odd years ago. They picture the boxer as a fellow with glassy eyes, dragging feet, stuttering speech and appearing just a little drunk. After thirty-three years of association with boxers ranging from nine years of age to upwards of forty, the only one I have personally seen who answers this description is the fictitious character portrayed by Red Skelton on TV. Mr. Steinhaus says he has talked to many such people. It is strange that although I have been both an amateur and a professional boxer, have taught, officiated, and finally supervised the sport of boxing, I have not met any who answer the "punch drunk" description.

Injuries and deaths have been suffered by participants in boxing, just as injuries and deaths have been suffered by participants in every other sport. Most of the injuries and deaths occurring to boxers could have been prevented by better supervision. Some were unavoidable accidents. Boxing has come a long way since World War I. State and city boxing commissions, boxing committees of the AAU and of the NCAA, as well as of the Olympic and international boxing groups, have made significant contributions to the safety and the conduct of the sport. Thirty years of experience has been acquired by those who have conducted the Golden Gloves Tournament throughout the United States. The Boxing Rules Committee of the NCAA has contributed the mandatory nine-count in cases of knockdowns, and has required that head guards be worn during bouts—the latter a controversial requirement, but one which illustrates the constant desire of those in charge to eliminate risk of injury. As for professional boxing, better medical supervision and greater exchange of information by state

and city commissions concerning boxers' records are helping to make better matches and to reduce the possibilities of injuries.

Some people, like Mr. Steinhaus, consider boxing as brutal. Boxing is not as rough or dangerous as football; does not require as exhausting application as wrestling, ice hockey, crew, lacrosse, cross-country running or basketball. The University of Wisconsin made an objective study of college boxing during the four seasons 1949 to 1952. All boxers were tested, examined and observed, and were personally known as individuals. Electroencephalograms testing brain waves were obtained, and all known medical literature, including writings on the so-called "punch drunk" state, were reviewed by the University doctors in charge of the study. No evidence that a "punch drunk" state had occurred in anyone as the result of college boxing was discovered. Even papers on electroencephalograms made by others did not indicate any significant changes among amateur contestants after their boxing experience.

The objective four-year University of Wisconsin study reported no ill effects from college boxing. That study demolished the unfounded and unchecked assertions so glibly made by non-medics that all boxing is dangerous and undesirable as a recognized sport, regardless of supervision. Such assertions must be classed as mere sensational writing for profit.

As of now, organized boxing has become one of the most carefully supervised of all sports.

What of the need for boxing today? Never before has our country had a greater physical fitness problem. The benefits from advanced medical science are being greatly offset by the passive entertainment so available. Automobiles, movies, radio and television have become pleasant substitutes for active competition in sports in the average American boy's daily routine. Our wonderful school sports program affects only about twenty per cent of all students. There exists a vital need for increased activity requiring effort on the part of the remaining eighty per cent. Most boys of all weights and sizes like boxing. Those interested should be assisted and encouraged to learn the skill and technique of boxing, and more important, to know the value of the fibre-toughening effort which the training grind in boxing requires. The great boxing need today is for great teachers of the sport.

Mr. Steinhaus has erroneously stated that the primary purpose of boxing is to inflict bodily injury on your opponent. That is about as fair as saying that the primary purpose of baseball is for the pitcher to throw a beanball at the batter, or is like saying that the primary purpose of a defensive line man in football is to slug and foul the star back of the other team. Any boxer, baseball player or football player whose primary purpose is to inflict bodily injury on an opponent should be barred from the sport. Any boxing coach who coached his boxers to concentrate on knockouts would be out of a job in no time. His boxers would continually miss haymakers and lose decisions.

Mr. Steinhaus also says that victory goes to the one (in boxing) who has successfully beaten his opponent into temporary unconsciousness. Most boxing bouts are decided on points. Knockouts sometimes do occur and occasionally the boxer who is unable to continue is temporarily unconscious. Usually the referee will stop an uneven bout and avoid pointless continuation of such a match. Spectators applaud such action.

In the 1956 NCAA Tournament held at Madison there were fifty-five bouts, fifty of which went the limit, and the other five were stopped by the referee as being mismatches. Thirty-eight thousand spectators approved. No one was beaten into temporary unconsciousness.

Mr. Steinhaus complains that there are no "time outs" in boxing, but forgets that after every short round there is a mandatory rest period which is devoted to the well-being of the contestants. Proper supervision is the key to boxing's success or failure as a worthwhile sport.

Mr. Steinhaus complains that boxing is immoral when judged by the principles of Christianity and the standards of an enlightened social conscience. In answer to those big words I would refer you to Norman Vincent Peale, who said in a recent issue of "Look Magazine":

> "There is nothing essentially un-Christian in clean boxing as such any more than in football, where sturdy physical contact is part of the game. Christianity does not rule out manly struggle. The boxing game has some fine men, and seems to be improving in character over the questionable conditions surrounding it in earlier days."

Another convincing answer to Mr. Steinhaus is the great boxing tournament conducted for the last fifteen or twenty years in Chicago by the Catholic Youth Organization. The Catholic Church does not support statements that boxing is immoral, or that boxing is violative of the Fifth Commandment.

Finally, I have this to say in connection with Mr. Steinhaus' theory that the brain wobbles, slides and twists in the skull when a head blow is received, and that permanent damage necessarily results. This is a medical problem. Neither Mr. Steinhaus nor I are doctors of medicine. But, upon conferring with Dr. Irving E. Slott, chief of the medical staff of the State Athletic Commission of Illinois, who has specialized in such matters, I am advised that this "wobble, slide and twist" theory of Mr. Steinhaus is regarded as the *least likely* of brain theories concerned with the effect of blows on the head. According to Dr. Slott, the latest expressions by leading neurologists in recent years on this subject do not support Mr. Steinhaus' theory at all.

A New Facility

Howard C. Patthoff

LAST SPRING the city of Ann Arbor celebrated one hundred years of secondary education by dedicating its new ultra-modern high school. This plant cost the community almost six million dollars. It was the culmination of twelve years of efforts of such men as Nicholas Schreiber, Principal; Lou Hollway, Athletic Director; the community; and many others. They designed this school to serve all members of the community the year around both during the day and evenings.

The Plant

The physical education plant is located in one wing of the building designated as the "A" unit. This unit contains:

Gymnasiums

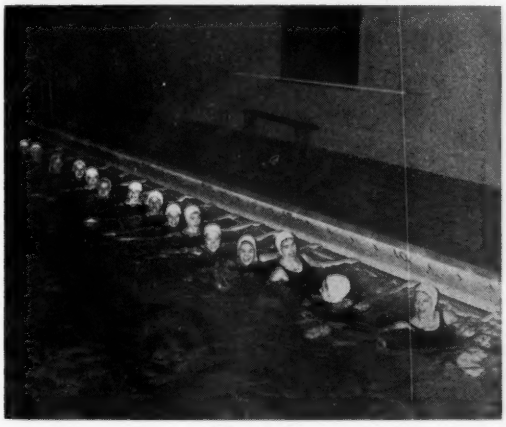
Total area 160′ x 116′ divided by electrically operated folding doors into

Boys' gym 93′ x 116′—Girls' Gym 67′ x 116′

Activity Room—160′ x 116′ x 14′

Swimming pool—75′ x 44′; 3½′ to 13′ in depth

The main gymnasium will seat, by permanent bleachers, about 2500 for indoor events. Temporary bleachers will seat an additional 1000. The swimming pool is separated from the main gymnasium by motor driven folding doors which are opened for swimming meets and exhibitions. Folding bleachers from the gymnasium can be moved to provide seating for 1300 spectators. The pool contains two one meter boards and ceiling height permits a three meter diving board. An underwater audio system is built in, and an underwater viewing window, and underwater lighting for safety and viewing.



The Pool

There are divided locker rooms designed to handle two classes per period without interference to either, separate swimming locker room, laundry, junior and senior varsity sports locker rooms, and separate offices for physical education teachers and varsity sports coaches.

Boys' Gymnasium

Out of Door Facilities

10 acres of playing field—four acres for girls and six acres for boys.

Lighted football field with seating capacity for 8000.

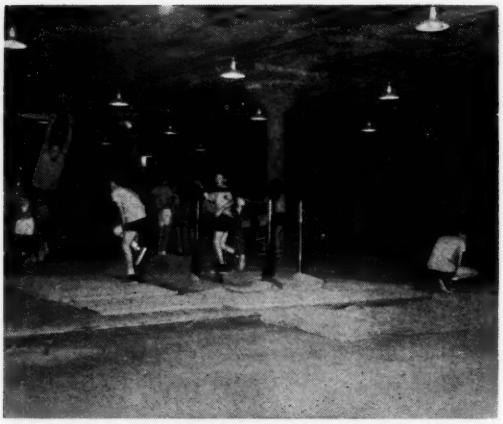
A one quarter mile cinder track adjacent to the football field with a straightaway of 220 yards.

A baseball field, practice field for football, a cross country course and further acres still undeveloped.

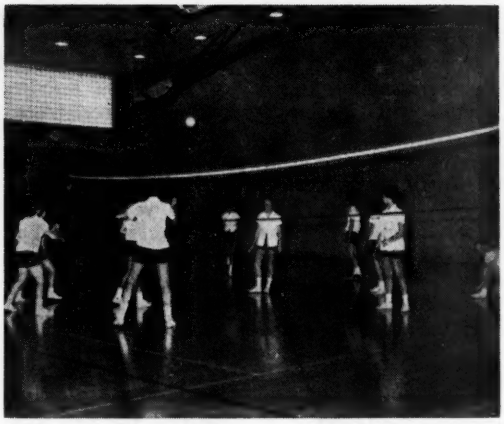
The activity room has a dirt floor containing a 14 lap track, rifle range, archery range, jumping pits and a wooden platform for wrestling and gymnastics.

The General Program

The physical education program at Ann Arbor High School is designed to re-emphasize physical fitness as well as social and emotional fitness. All students are required to take physical education unless they are excused for medical reasons or are currently participating in a varsity sport. During a school year our 1500 boys and girls during one hour daily in the gym or outdoors learn such sports as golf, tennis, badminton, archery, softball, track and field events, basketball, volleyball, table tennis, social dancing, soccer, speedball, flag tackle football, field hockey and many other activities.



Activity Room



Girls' Gymnasium

Many of these are the carry over sports. This is important, for in the world that they will enter—dynamic, full of tensions, yet with more and more leisure time, they must know how to use that time, they must know how to use that time to relax. Tension is the number one disabler of Americans today.

Daily Program

Sophomore:

The sophomores take physical education classes five days a week; four days are spent in regular floor work and one day for orientation in which rules, regulations, health, safety, hygiene and other subjects are discussed. Visual aids are also used at

Outdoor Activity

this time. The program is divided into six week units to cover the seasonal sports at which time the skills of these sports are taught and utilized. At the end of each unit a theory test is given as well as a practical test for grading purposes and, of course, to let the student find out for himself where he is weak. A survey type unit is used at mid-semester to orient the student to the many individual sports.

Juniors and Seniors:

The juniors and seniors participate every other day. Their program is more flexible than the sophomores in that they can choose between swimming and floor work. Within the swimming program, according to testing given the previous semester, they can take part in beginning, intermediate, advanced swimming and/or water safety. Regular physical education classes offer a choice of three or four activities depending upon the season; i.e., late fall we offer volleyball, badminton, and tumbling. We make use of honor free exercises for conditioning in all classes. At the beginning of a unit all classes are drilled in these exercises and later upon entering the field of activity they work out on their own. It works!

Intramurals:

A year-round intramural program is provided for all students. All sports are conducted on a homeroom basis except flag tackle football, basketball, and softball. Intramural sports are conducted for boys, girls (G.A.C.), and coed groups. There is a faculty advisor who meets every Tuesday with intramural managers elected by each homeroom. These representatives determine the program and act as liaison between the advisor and students. Included in the program are flag tackle, touch football, badminton, archery, basketball, bowling, volleyball, softball, hockey, gymnastics, wrestling, table tennis, and swimming. Our bowling is at commercial lanes and a portion of the cost is defrayed with money raised by parking cars in the high school parking lot during Michigan games.

The Boys' Leader Corps is a voluntary group of boys who assist in the classes in the capacity of taking roll, squad leaders, demonstration, refereeing, and towel dispensing. The leader corps meets every other day in a special class where they receive instruction in class management and demonstration. It is a credit course.

Our major sports program includes football, basketball, baseball, track, cross country, swimming, golf, tennis, and wrestling. These sports have a minimum of two coaches and as many as five in football.

There is also a summer program for children in the city parks and in the three school pools. Adult education provides recreational facilities for the community each evening during the school year.

At Ann Arbor, this program offered to all members of the community provides an opportunity for social and emotional fitness as well as physical health.

Conventions

College Physical Education Association
Miramar Hotel, Santa Monica, California,
January 2-4.

Southern District, AAHPER Convention
Kentucky Hotel, Louisville, Kentucky
February 25-28.

60th National Convention, with AAHPER Central District
Kansas City, Missouri, March 30-April 3.

Southwest District, AAHPER Convention
Hotel Utah, Salt Lake City, Utah
April 10-12.

Midwest District, AAHPER Convention
Schroeder Hotel, Milwaukee, Wisconsin
April 16-18

Northwest District, AAHPER Convention
Hotel Benson, Portland, Oregon
April 23-26.

Eastern District, AAHPER Convention
Sheraton Hotel, Philadelphia, Pennsylvania
April 27-May 1.

Plan to attend *at least one.*

You Read It Here First—Tomorrow's Headlines Today

Richard Calisch

New York—Windy Nast, America's fastest miler, will not run in The Garden Relays, it was announced in a carefully worded statement by the games committee today.

"The committee regrets the decision of Mr. Nast to by-pass The Relays, but will conduct the meet in his absence",

said the formal press notice released by Fred Smith, committee chairman.

In an exclusive interview, Smith told this reporter, "We just can't afford to pay what he's asking."

Nast is a member of the recently formed Amateur Athletic League, which sets a minimum price on the services of its members. A scale of fees is also in use through which an athlete may bargain with the meet directors for a fee commensurate with his abilities.

Nast was quoted by the Trans World Press as saying,

"All amateurs need this type of protection. I'm only doing what we should have done long ago. After all, I have expenses: travel, track shoes, mentholatum, all the rest. If the meet directors won't pay, we won't run".

The talkative Mr. Nast indicated there was some talk of The League's picketing the Philadelphia Invitational Games next month. It is rumored that non-League athletes have been asked to run in The Philadelphia Classic.

Boston—Today, big Will Theodore, hard hitting Boston outfielder, is out of trouble and out of debt. The school children of America have paid an estimated $5,000 to Commissioner Frank Ford to settle the Boston bad boy's fine. Theodore, you remember, was involved last month in an incident at Boston Park, in which a woman spectator was hospitalized.

"She scowled at me," Theodore said at the time. The woman, Mrs. Emma Jones, age 63, a fan, claimed at the hearing that Theodore had spit at her, and then thrown his bat, striking her on the arm. The $100,000 a year outfielder was fined $5,000.

But America's school kids have anted up to pay the fine. Pennies, nickels, dimes, quarters have poured into the Theodore home for weeks. Yesterday, Theodore Cadillaced to the commissioner's office and paid his fine. "Kids is great," he said. "Women, they ought to keep 'em out of the park."

Boston—Mrs. Emma Jones, age 63, of Boston, reported today that the front windows of her home had been broken for the fourth time in as many weeks. Vandalism is suspected.

Rome—The Olympic Pledge was officially adopted today by the International Olympic Committee. It limits participation in the Olympics to those who are, always have been and always will be amateurs. The games are scheduled to begin next week.

Rome—Both athletes participating in the Olympic Games arrived today. Amateur runner Simon Pure of French Equatorial Africa and diver Lily Whyte of Madagascar today checked into the Olympic village, recently vacated by the departed U.S., Russian, English, French and other teams. These teams, it is remembered, were banned from competition by the Olympic Pledge. Among these teams no amateurs were to be found.

Los Angeles—Roland Knopf, the much traveled ball carrier of the California Bears, today announced that he will leave U.S.C. at the end of the current semester. "I don't like the coach," said the husky halfback. "Besides, Dad wants me to try UCLA." Knopf, whose father, Harold, has supervised his athletic career, has attended 14 colleges in his search for the elusive prize of football fame. He earlier attended 12 high schools, and 7 grammar schools.

"I played a lot of ball," said young Knopf. "And who needs to read or write?"

Chicago—The Chicago Blue Jays announced today the escape of one of their players. "We paid $75,000 and two pitchers for Dredd and we want him back." It will be remembered that last March the Chicago club bought infielder Scott Dredd from Brooklyn for the stated amount, giving, along with that cash, pitchers Tom Cabinn and Remus Dunkle. Dredd never made the grade with Chicago and it is believed that discouragement and despair drove him to make the dash for freedom. All known stations on the underground railway are being searched. A reward is offered.

Paris, France—Little Leaguer Tod Willow is being returned home today to Wichita Falls, Kansas. The diminutive second sacker broke training and came up with severe stomach cramps just minutes ahead of the big All-World Series game against the Vladivostock Tigers. A 5 lb. bag of gum-drops is blamed for the ailment. Willow, whose play has sparked his team all the way from the league round robin in Wichita through the sectionals, regionals, state, midwest, national, and hemisphere play-offs, said today, "I don't care. I wanna go home; I miss my mamma". The lad's parents were unavailable for comment, but the team sponsor, local merchant R. W. Dollar, issued a

statement saying that the 6 year old would be fined and his option dropped next year.

Geneva—Tempers flared as the Big Four meetings ended last night in a stalemate. All four foreign ministers have returned angrily home to their respective countries for instructions. American tourists abroad are being asked to return home.

The meeting of the big power foreign ministers to iron out difficulties arising from national deviations in the final point score of The Olympic games succeeded only in establishing the fact that if The Olympics continue, they will be boycotted by most world powers.

The American score which was endorsed by England was U.S. 437, United Kingdom 436, and U.S.S.R. 400. The Russian score enthusiastically backed by Red China was U.S.S.R. and satellite nations 1,000, U.S. 437, and United Kingdom 436.

President Aviary Birdcage of the International Olympic Committee was soundly booed by all delegates at his suggestion that no point score be kept at all, and The Olympic Games be maintained as an individual event.

* * * * * *

It all could happen, or could it?

THE SPORTSMAN'S CREED

THE PLAYER:

He lives clean and plays hard. He plays for the love of the game.
He wins without boasting, he loses without excuses and he never quits.
He respects officials and accepts their decisions without question.
He never forgets that he represents his school.

THE COACH:

He inspires in his boys a love for the game and the desire to win.
He teaches them that it is better to lose fairly than to win unfairly.
He leads players and spectators to respect officials by setting them a good example.
He is the type of man he wants his boys to be.

THE OFFICIAL:

He knows the rules:
He is fair and firm in all decisions. He calls them as he sees them.
He treats players and coaches courteously and demands the same treatment for himself.
He knows the game is for the boys and lets them have the spotlight.

THE SPECTATOR:

He never boos a player or official.
He appreciates a good play no matter who makes it.
He knows that the school gets the blame or the praise for his conduct.
He recognizes the need for more sportsmen and fewer "sports."

Unknown.

◆ ◆ ◆ ◆

Sound Philosophy

"I am fully aware that my youth has been spent,
That my "get up and go," has got up and went.
But I really don't mind, when I think with a grin,
Of the people I've known, and the places I've been."

MARY MCKEE.

The Improvement of Marking in College Physical Education

Edward L. Jackson

SHOULD THE MARK of a student in a college physical education activity course represent pure achievement, *i. e.*, his ability to swim, shoot baskets or high jump? Or should his grade also include the scores for his attitudes, attendance, cleanliness of his uniform, and rating of other desirable traits and activities? Should the factors of effort, improvement, and levels of achievement in ratio to ability be considered in grading? Or should physical education grades be according to fixed standards or norms? Definitive answers to these and other questions pertaining to grading are not available. Surveys of college physical education departments indicate that there are great variations in marking practices and that confusion seems to be the distinguishing characteristic. The purpose of this study is to examine the bases of some of our marking systems in physical education activity courses and to suggest methods by which improvement might be made.

Achievement

There are some who hold that college marks should indicate pure achievement. It is maintained that it is difficult enough to rate a student's work without complicating it by introducing extraneous, even though desirable by-products.[1] Lt. Col. Francis Greene of the United States Military Academy represented this point of view when he stated, "In grading the attempt is to measure ability, not effort, attendance nor improvement—but solely the ability."[2] A similar view was given by A. P. Sperling of the City College of New York who maintained that, "We should establish physical performance standards at every educational level and enforce them by failing those who do not meet the standards set up in any given grade and school situation."[3]

Other Areas

On the other hand, it should be pointed out that some of the chief objectives of physical education are not identified with physical achievement. Knowledges, skills and strengths can be measured on the basis of achievement but such outcomes as social attitudes, understandings and self-evaluation and appraisal are elusive qualities that have not as yet been accurately measured. Therefore, a grading system based solely on measurable achievement is apt to fall short in some of the most significant areas. Some may claim that these are concomitants and not the major learnings. However, it must be stressed that attitudes and understandings are important and are apt to remain long after the strengths and knowledges have faded away. They are also influential in determining as to the continuance of the individual's participation in physical activities after he leaves college.

Improvement

Associated with this problem is the determination of the importance of student improvement as a part of the grade. Those who emphasize individual difference, believe that the very nature of man precludes the logic of establishing standards of norms to serve as the goals for individuals with varying capacities. In a survey of 110 colleges and universities it was reported that,

"the degree to which the student approaches his own maximum potentialities was the criterion for marks slightly more frequently than was the student's standing in relation to the class or to the established standards."[4]

Also the desirability of using effort as a factor in the grade seems to be obvious to many, as is evidenced by the use of marking systems utilizing the motor quotient, and performance tests coupled with allowances for effort.[5]

The weakness of this method of weighing effort is that it ends to penalize the superior student. It is known that it is more difficult to improve on the upper levels of ability than the lower, hence, in grading by the amount of improvement, the better student suffers. Improvement seems to be a complex factor associated with effort, growth, motivation and capacity. Improvement in activities would seem rarely to be due solely to experiences in physical education learning situations. Moreover grades, though meaningful to the instructor who awarded them, are practically without value to other institutions or to the administrative authorities, when it is not known whether such marks represent achievement or a complex of factors called improvement.

Purpose

Grading in physical education activities in college should be for the purpose of determining the progress of the student toward the attainment of understood objectives of physical education. Evaluation should be for the benefit of the student. It should assist him to see his strengths and weaknesses and should aid him in selecting his future activities. Markings should enhance for the teacher and the student the understanding of the learning-problems involved. It should not be primarily concerned (1)

with winning prestige for physical education departments, (2) with making students fearful of failure,[6] nor (3) with rewarding the talented and punishing the inept.

Objectives

In the securing of effective grading in the activity courses, it is essential that the objectives of the course and of physical education be made clear to the student. Frequently students and teachers are so concerned with activity that the purposes of the course are not made explicit. Inasmuch as the learning process is more effective when the individual knows its purposes, this aspect should be stressed.

The following might serve as objective for a physical education program with the specific course objectives being directed to secure their attainment:

1. To develop student self-appraisal through health, motor fitness, and skill experiences and self-evaluations; and to furnish him with such knowledge and guidance as will assist him in improving and prolonging his usefulness.
2. To develop adequate musculature and suitable posture as a prevention of mechanical strains and needless fatigue.
3. To develop motor skills that secure proficiency and ease in movement.
4. To develop recreational tastes and skills by which the individual may now and in the future:
   a. Relieve monotony, boredom, worry and strain through the therapy of enjoyable motor activity.
   b. Enrich existence through self-expression in sports, the dance and physically active fun.
   c. Preserve (as a concomitant of "a" and "b") a higher level of biological fitness.
5. To develop social attitudes and understandings, and democratic principles of living (as concomitants of the whole program and of the methods of teaching.)

Some Drawbacks

Physical educators have attempted to utilize, with unsatisfactory results, the traditional grading methods in activity courses. It has been recognized that letter-symbol grades are unreliable. Studies have shown that not only do teachers vary in their estimates as to what an "A" or "B" signifies, but that the same teachers, at different times, will issue varying grades for the same work.[7] This confused situation is compounded by some teachers, who add or substract their estimate of certain desirable traits or practices from students' marks.

Likewise, the percentage system of grading is not favorably regarded because there is usually a great variance as to what constitutes a certain percentage. Assuming that 65 per cent is the passing grade, one instructor may require a much higher degree of attainment, to secure such a score, than another. Thus a student's achievement might be classified as passing under one teacher and failing under another. In physical education, the border line cases cause additional uncertainty due to the crudity of the measuring devices.

Of doubtful value is the common practice in which the individual is rated by breaking into segments various activities and assigning to each part a certain value; *e. g.*, giving so many points for the back hand drive in tennis, the service, etc. Usually these values are totaled and combined with points awarded for other aspects of the program. This process is objected to inasmuch as the individual is not seen as a whole, but is divided into parts so that the complete personality is missed. Understanding and insight are neglected in this piece-by-piece approach.

The marking problems of physical education have been increased by attempting to use the same methods as obtained in scholastic circles. Unfortunately, it has not been generally recognized that methods of grading used in academic areas may be totally unsuited for physical education activities.[8] This error is largely due to the inordinate desire for academic recognition that permeates the profession.

Suggestions

If marks in physical education are to measure the achievement by the student of the objectives of physical education, such factors as (1) self-appraisal, (2) the improving and prolonging of usefulness, and (3) the development of attitudes and understandings, require a different type of evaluation index. Instead of copying the academic pattern of symbol grading, it is suggested that no attempt be made to mark the student in the traditional manner for physical education activity courses. In lieu of this procedure, the instructor, on the basis of his observation and testing, shall write a short description to indicate the strengths and weaknesses of the student. This rating will then be followed by a teacher-student conference and a student self-evaluation, in writing, of his status and needs in the light of his experiences.

Some might object to this procedure in that it does not indicate per se whether the student has passed or failed. It is believed that descriptive evaluation is preferable because it focuses the attention of the student on skills, knowledges and attitudes instead of on grades.

It is recommended that the student and teacher confer as to needs and future activities, not as to grades. After two years of required physical education, it could be decided, in the light of the experience of the teacher and student as indicated by the records, tests, appraisals, conferences, observations and analyses, whether more participation in the organized physical education program is needed. Recognition could thereby be given to important maturation and growth factors in student achievement. Moreover, the attitudes, understandings and recreational tastes can be more clearly determined at the end of the individual's two years in physical education.

Such a program would require smaller classes, preferably about twenty students per class. The instructors would have to be keen observers and would emphasize the development of attitudes, skills and appreciations in order to make physical education activities meaningful and insure the students continued participation after his school days. Some will object to this plan and state that marks are needed as a source of motivation. However, a more lasting and desirable source of motivation would be the satisfaction of joyfully participating in skilled activities.

Purposeful Planning in Physical Education

S. J. Picariello

THE PRIMARY PURPOSE of any physical education program is to develop a high level of physical fitness of all the participating students. Its goal of sound mind in a sound body, mens sana in corpore sano, can only be reached through the leadership of selling, motivation, incentive, desire and pride of knowledge of skills of the instructor directing the program.

There is more to program planning than the mere selection, listing, and scheduling of activities. A poor method of program planning is that of listing activities on bulletin-boards, blackboards, school papers, or cards; having completed this the instructor sits back with the attitude of, "That's it," and awaits action, action which never takes place.

Some Problems

In program planning there is a need for know-how, in setting up practical, workable and pleasurable programs, which give the participating students enjoyment and fulfillment. These students will in turn say of the program, "It's good, it's fun, I like it," a compliment to the instructor who planned the program purposefully.

Physical education instructors should possess a humanized personality in addition to knowledge of subject matter, they must understand the activities which are best suited to meet the individual needs of the students. For instance, when he assigns exercises he should bear in mind the capabilities of each student, to minimize his general forcefulness of imposing his own self-interest activities upon the class. He should remember that it is the instructor-perfectionist who upon completion of a drill, activity or performance, snaps it off with an attitude of, "Now let's see you do it." This type of instructor hurts the personalities of the students.

The objectives of program planning takes into consideration the activities interest of the class which are by far more important than those of the instructors. The successful instructors are those who stress no favoritism, but only fairness, and carefully consider these interests by integrating them into the program.

Purposeful program planning will also call for dealing with critics from the old regime, who present a problem. They are pestiferous, thoughtless, and self-satisfied with outmoded, understaffed, and ill-equipped programs, causing retardation of physical education progress. How does one reach these road-blockers?

Some Suggestions

No doubt the first step of any program planning is in the area of administration, with the physical education curricula planned with foresight as to facilities and equipment and also the pedagogy of teaching.

It is through the use of tact that the competent instructor brings about good inter-relationship with the administration. He keeps them informed of all changes as to program planning. The tools which the instructor must use and use wisely are those of discretion, enthusiasm and spirit, with plenty of energy for salesmanship of his program. Naturally the program will speak for itself, yet the administration asks, "Are the students happy?" "Are the students busy?" "Is the program functional, modern, comprehensive with proper supervision?" "Do you make the activities interesting, and integrate them with the needs of the students?" "Is the program aimed to change the minds of the stay-away students, the moaners, the chin-droppers, and those who merely look on, with a so-what, why kill myself attitude?" "Does the program stress the importance of molding and creating of boosters, students who will sell the program?"

Only the instructor of high caliber and with professional training experience, and with ability to integrate activities will be able to answer these questions positively and correctly. This instructor is also capable of inculcating students to take part in the program. These are the good-will ambassadors who in turn will reach the "stay-away" students of the physical education program.

The sequence of a purposeful program is to work with positive students, the balance wheel of the program, who with co-operation and the application of a democratic method of teaching, will stimulate inter-action between themselves and the instructor. This program is constantly evaluated to meet the changing needs of the students, correlating to their normal and natural growth.

Many instructors become panicky when confronted with the problem of physical fitness and the ever-present military outlook attitude. Sometimes they resort to the great "confuser" of physical education, free-play, to cope with this problem. A grave error indeed, this type of thinking brings about a laxity in program planning and results in the disintegration of the program. Instructors should realize that a physical fitness program in physical education is not designed to make fighting personnel of the students. It is intended to teach, guide and direct the students to learn and be exposed to the thrill of mastering skills. Besides, the students will learn to get along with one another while playing and discover identity of themselves, which is one of the objectives of the program.

Concluding Statement

The instructor should give serious consideration to the principles and techniques of physical fitness, and set a high standard for each individual. It is his dynamic and inspirational teaching toward the aims and objectives of the program, that will enable students to successfully reach the goal which is within their capabilities and capacities.

Fifth Year Issues in Professional Health and Physical Education Programs

Karl W. Bookwalter

A RECENT DISSERTATION by Martin[1] seemed to rather accurately and distinctly reveal the major issues with regard to the master's degree in Business Education.

Martin identified 27 major issues and presented them to directors of graduate study in 233 colleges and universities. The present author set the issues up on a ten point scale and submitted them to selected local physical educators, educationists and graduate students in the field of health and physical education.

The results of this reapplication of the major issues to the programs of health and physical education are summarized below.

Curriculum

Of the issues pertaining to curriculum, the following viewpoints are held for the master's degree. The work should be largely specialized and professional as opposed to general and cultural. More emphasis should be placed upon competency in one's specialty than upon research. Higher standards of originality of thought should be sought than were insisted upon in the undergraduate program.

Stress should be placed upon principles essential for the solution of professional problems rather than upon facts and technique for their solution. Such graduate work should be primarily of the graduate level as opposed to permitting graduate credit for undergraduate courses.

The master's degree should place approximately equal emphasis upon preparation for study beyond the degree and for a terminal education for the professional worker. The curriculum should be more elective than prescribed, so as to favor individualized programs.

Small colleges should restrict graduate offerings to the new fields in which they may be adequately equipped to offer a master's degree rather than to permit such a degree in all areas of study offered.

Graduate programs for teachers should provide about equal emphasis upon methods and techniques and subject matter courses, and should encourage experience on the part of these teachers although such should not be a requisite.

It was definitely felt that the fifth year should culminate in a graduate degree as opposed to a graduate certificate or a senior college degree.

Admission and Instructions

In addition to the requirement of the bachelor's degree for admission to graduate work it was felt that better than average senior scholarship would be adequate rather than to limit admissions to the superior student only.

It was felt that more small seminars and discussion techniques should comprise the graduate instruction as opposed to large lecture and assignment groups.

Finance, Faculty and Facilities

Graduate per student costs should be expected to be higher than those for undergraduate instruction. These costs should be met in part by subsidy of various sources rather than by tuition fees alone. A definite policy of financial aid to students should maintain.

Not all faculty should be permitted to teach graduate courses nor should the essentially graduate faculty be withdrawn from all undergraduate instruction. Graduate teaching hour loads should be

[1] Martin, Thomas Bowden, *Major Issues in the Administration of Graduate Programs Leading to the Master's Degree*, Ed.D. Dissertation, School of Education, Indiana University, Bloomington, 1953.

less than those expected for undergraduate instruction.

In the promotion of faculty members class room performance should not be the sole basis, but equal weighting should be given to writing, research and other professional activity.

It was held that library facilities suitable for undergraduate instruction were quite inadequate for graduate work and that fairly adequate research facilities should be available for graduate students and the faculty.

Other Program Aspects

Cooperative control rather than complete departmental autonomy or graduate council domination is to be desired. Graduate students may assist but not be assigned as instructors of undergraduates. Limited extension credits should be accepted for the graduate degree rather than liberal amounts.

Generally accepted principles of graduate instruction should be adapted to local institutional and community needs but the latter should not govern program development. There was corresponding belief in the merits of departmental as well as institutional accreditation.

Comparison With Martin's Findings

It was not practicable to make a direct comparison with Martin's findings. However, a substantial agreement between his careful analysis and this brief study is obvious. This should lend credence to present conclusions.

More or less, marked deviations in apparent intent of the two groups of respondees seem to exist in the following items only, in the opinion of this author.

The Martin study seems to place more emphasis upon individualization of majesterial curricula and a little more emphasis upon subject matter over techniques.

Higher scholarship would be expected by the Deans and Directors of Business Education than by the physical education group; they would also tend to be more restrictive of nonsuperior students.

The business education administrators placed more emphasis upon increased costs for graduate work and would accordingly apply more effort to obtaining funds to subsidize graduate students. They were also less insistent that only the so-called graduate faculty taught graduate courses.

The most marked disagreement with the present study by the Martin study was the greater preference by the latter group for graduate council controls. Local experiences, problems and environment might well have influenced this reticence on the part of the physical education respondees.

A greater reticence to accept graduate students as instructors appears to exist on the part of the Martin jury. Also, they were less interested in departmental accreditation.

"The Boy Speaks"

You say that we are wild and hellward bent,
And the laws of the land we seem to resent;
Ways to condemn us you're trying to find;
We're criticized, vilified, slandered, maligned
By men, who if called to cast the first stone,
Would hide guilty faces and sneak off alone.
You've mapped out our course, the way we should go
And told us the things you think we should know;
But how can we go like men, as you say,
Unless there's a man to show us the way?

We're not wholly bad; we want to be good;
We'd rather do right and go as we should,
But we have not traveled this way heretofore;
Our judgment and wisdom are yet immature.
Our exploitive nature sometimes leads astray
When we are attempting to find the way.
We're full of vivacity, fire, and pep,
But we'll join the procession and fall into step.
The boys of our town are waiting today—
Waiting for men to show them the way.

John E. Wilson

The Tootin' T'Alligator

C. Frazier Damron

MY NAME IS "Tootin' Tom" and I am an alligator. Right now, I am heading back home for a visit to Swampland Retreat where I spent my younger days. My original plans for this trip were to go home to spend my retirement days in real peace and happiness. No, I am not near the age of retirement, but you will understand what made me change my mind when you read the rest of this story.

Yes, sir, a decision to retire from the officiating profession would be a tough one to make. I enjoy working with boys and girls in this capacity, and it gives me a wonderful feeling of accomplishment and pride in being a part of the great world of sports. That's my main reason for officiating, along with keeping in touch with my old coaching friends and acquaintances (at least they used to be).

My interest in officiating began in my "growing up" years. My Mom, bless her gnashing teeth, used to spend hours with us young'uns, judging all kinds of sports contests. My favorite events were those that took place in the water where we competed to see who could stay under the longest and swim the fastest.

My Mom acted as official judge. She was firm and fair in accordance with the rules of play. Everyone did not always agree with her decisions, of course, but it presented no great problem. In our community, the parents accepted their responsibility in the matter and disciplined their own little gators whenever they snarled at the official's decision or acted in a way unbecoming to an alligator. If the parents were not present at a contest, the coach was expected to take over. If the coach didn't accept this responsibility, then Mom in her officiating capacity would take charge. The only time I can remember my Mom lashing anyone with her powerful tail was the time one smarty little gator (yes, it was me) splashed mud all over the spectators when the winner of a swimming meet was decided in favor of an opponent. I never questioned an official's decision after that, at least in an unbecoming manner.

The next year we had to move to another part of the country inhabited by a clan of "human beings." They were a strange group in many ways, no scales and little round, some pointed, heads and practically no mouth to eat with—but I guess they made up for that with the noise they sometimes made. These "humans" took me right in and the very first day I attended school they invited me to play on their football team. They said body differences and family background didn't matter too much. (My dark colored scales seemed to cause a little concern, but I never did know why.)

The coach came by the next day and said he needed a fullback built low on the ground and who could follow teammates leading interference down the field. Speed wasn't too important he said.

I decided to give it a try. The fullback spot was made just for me. The only criticism I heard was that the other players thought I was too rough with my tail and they couldn't tackle me by the legs.

We had a good team that year and the next. I enjoyed every minute except the times when my teammates and sometimes even the coach, argued and fussed with the men in the striped shirts.

Our actions in some of these situations were not becoming at all. The thing that sticks in my mind most, when these scenes occurred, was the way the spectators reacted. It seemed that they followed the examples set by the players and the coaches.

In any case, I believe my Mom's philosophy was right. She thought that the greatest educational benefits could be derived from competition only when respect for authority was practiced by all participants.

When my playing days were over, it was time for my role as a spectator. I found out in a hurry it was going to be a difficult task to be a good one. Even though I knew the players and coaches were doing their very best, it was so easy (since I had played and thought I knew all the answers) to be critical of almost everything that went on.

This tendency worried me very much, especially when I noted everyone else in the stands was acting the same way. Something had to be done to change this vicious trend of thinking into proper channels. It occurred to me that the Quarterback Club would be a good place to begin. At the next meeting I instigated a motion, which passed, that we make out a code of behavior for spectators at football games. It took us a long time and much hard work. We agreed it should improve the sportsmanship of our spectator group. Here is the code we completed.*

Spectator behavior toward players:

1. Show no encouragement to the "fault finders" who gripe about everything and everybody.
2. Encourage and praise the players who play according to the rules regardless of whether they win or lose.

* Adapted from Jackson, C. O. "What About Sportsmanship," *Physical Educator*, 6:12-15, October, 1949.

3. Be careful about "kidding and teasing" players. It may influence heavily team spirit and play.
4. *Never* run down players in front of the coaches and vice-versa.

Spectator behavior toward opponents:

1. Recognize openly well executed plays and players who have performed excellently.
2. Follow the golden rule, "Do unto visiting teams as you would have them do unto you."
3. Eliminate all "Boos" and other expressions of this type from your vocabulary of words and feelings.

Spectator behavior toward officials:

1. Remember that officials are well qualified and trained to do their particular job.
2. Remember that officials are basically honest, impartial, and fair-minded. Aren't most of the people you know? Just because they officiate does not change their character.
3. Remember that "booing" or condemning an official in the stands or in a group is usually done by people who lack courage to express these feelings as an individual.
4. Any display of poor sportsmanship will not change or alter the decision of an official.
5. Remember that your team will not always be the best. "Blame" no one, especially the official—winning and losing is a part of the game. Be objective in your thinking and actions as intelligent people are prone to do.

This code was introduced to the public in mimeograph form and handed out at football games. The results were disappointing. People didn't seem to get the meaning of it. It wasn't until we got together with the coach and the officials' association that a vast improvement was seen. We held a public clinic with a theme of "Spectator Code Behavior at Football Games." The student body of the school presented skits and plays of different parts of the code. It was so successful the "Gators Howl" is now an annual affair and includes other sports as well as football.

I was so encouraged with the idea that I decided to follow in my Mom's footsteps and train to be an official for the different contests. It was exciting to read and study the rules and even more interesting to attend the regular officials' meeting. It did not take long to see that these men were extremely competent and well trained. Most of them had been well-known players and coaches in previous years.

From the very first game I knew I was going to enjoy the work. My eyes were superb and my judgment and ability to make a fast decision seemed to be a natural trait. I had a great advantage over the "humans" who were officiating with me—my skin was tough. Consequently, all the "guff" and "spitting" done by the spectators did not bother me too much. The time it took me to get from the playing field to the shower was much less than my "human" friends as I could crawl through and underneath most anything. If anyone tripped over me, they did not seem to mind. They passed it off by mumbling that they had been "drinking too much," whatever that expression means.

I remember one game when one of my "human" officiating friends came in to dress and shower about 30 minutes after a game. He was surely angry—said the spectators were trying to pick a fight with him by spitting at him and casting unkind remarks concerning his Mom, and some even threatened to tear him apart. His facial expression really was serious when he said the policeman assigned to escort him went over to the stadium wall and started cleaning his fingernails.

Many incidents like this took their toll on my desire to officiate. I began to see that the problem with me was one of inability to adjust to the constant criticism of coaches and the insults of spectators. My belief, that coaches and spectators wanted fearless calling and quick decisions, combined with a thorough knowledge of the rules, evidently was not true.

As I reviewed my officiating career it seemed to me that something must be done to develop better understanding of the general public toward officiating and the problems connected with this profession. But how was this to be done? I did not know at the time.

Soon after, at our regular official association meeting, we were requested by the owner of a local television station to participate in his planned sports program. He said he wanted the ideas and content to be educational for players, coaches, spectators and even officials. This was quite a request, but what could be a better way to develop the attitude and knowledge of the general public?

It did not take us long to decide that a good televised program planned for presentation by series would be an excellent media with which to reach the public.

Under close scrutiny of the television producers and directors and with excellent cooperation of the members of the officials association, we developed the following audio-visual materials and used them in a planned series of TV programs.

1) A slide (2″ x 2″) series which could be projected on the TV screen and which would depict three main points in each scene—the official and his signal, illustrated with a statement of the violation and the penalty as a result of the official's decision.

2) A slide (2″ x 2″) series to illustrate the duties and responsibilities of each official.

3) A 16 mm. sound film to show how spectators can be good sports during a football game. We titled this series: "The Ten Commandments for Spectators at Football Games."

4) A series of slides (2″ x 2″) designed to illustrate the football rules as stated in the rule book.

The response of the viewing public was most favorable and within a very short time we could tell the difference when officiating games. The attitudes and actions of the public were much better, the drastic actions of certain coaches were not in evidence and the players seemed to concentrate only on playing hard, clean football.

I gave up my idea of retiring during these few weeks. These "human beings" with whom I have been living and working have become "human" again simply because they now understand better the problems faced by their fellowman. So Swampland Retreat, will have to be satisfied with a visit once in a while. I have a job to do.

Editor's Note: Is there a moral to this story for humans?

Minimum Physical Education Standards for High School Boys: Fitness, Skills, Understandings, and Attitudes

By the time a boy has graduated from high school, he should meet the following minimum requirements or standards:

1. He should be free from remediable handicaps or be making acceptable progress in such correction. This includes being within the normal weight-range for his age, height, and body-build.

2. He should have enough arm and shoulder strength to chin himself at least 6 times and do at least 14 pushups.

3. He should be able to jump at least 16 inches higher than he can reach (or do a standing broad jump of more than 6 ft.) and be able to run 220 yards in 32 seconds or less.

4. Know and use good body mechanics—and know reasons for. Stand and sit tall, move gracefully. Use feet correctly in walking. Understand importance of proper care of feet including proper kind of shoes to wear.

5. He should know the rules, be able to demonstrate proper form in the basic skills, and be able to meet certain standards of achievement in these basic skills for the following sports: football, basketball, volleyball, and baseball or softball.

6. He should be able to play reasonably well at least two of the following sports: touch football, basketball, volleyball, and baseball or softball.

7. He should know the rules, be able to demonstrate proper form, and be able to meet certain standards of achievement in the basic skills of track events up to 300 yards and of at least three field events.

8. He should know the rules, be able to perform reasonably well, and have a desire to participate *in at least three* of the following *individual* sports: archery, golf, bowling, track and field, apparatus, tumbling, and swimming. At least one of the three sports should be one that can be enjoyed as a leisure-time recreational activity now and in later life.

9. He should know the rules, be able to perform reasonably well, and have a desire to participate in at least three of the following *dual* sports: tennis, handball, badminton, table tennis and wrestling.

10. He should possess as an absolute minimum the following aquatic skills: to jump feet first into water deeper than his height, level off, swim fifty feet, turn and return to the starting point.

11. He should be able to do well several tumbling and balancing stunts.

12. He should have taken part in intramural competition in at least one *individual* sport, one *dual* sport, and one *team* sport during each of his last two years in high school.

13. He should enjoy participation in corecreational activities with girls.

14. He should enjoy and be able to dance reasonably well in folk dancing, square dancing, and social dancing.

15. He should possess and practice a code of sportsmanship and fair play that will cause other boys to like to play with him.

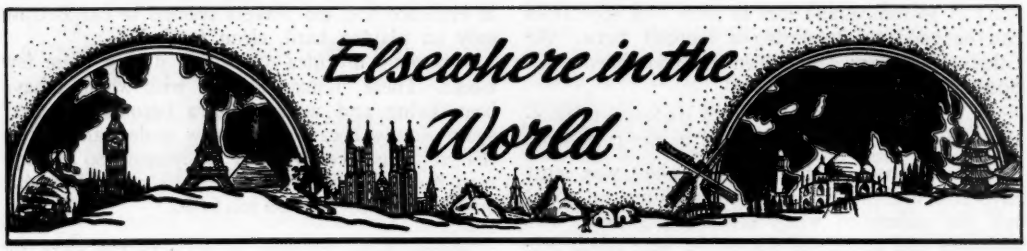
16. Whether or not he plays to win, to have an attitude toward performance of any kind that will cause him to put forth his best efforts at all times and constantly to strive for improvement.

Nebraska State Department of Public Instruction

◆ ◆ ◆ ◆

Announcement

Send for your free copy of the *Proceedings of the Governor's Conference on Youth Fitness.* Address Hon. Vernon L. Nickell, Superintendent of Public Instruction, Springfield, Illinois.



Edited by C. O. Jackson

Physical Education Around the World
Part II—"Down Under"

Dorothy S. Ainsworth

EARLY IN NOVEMBER of 1956 in Singapore at the large and comfortable Raffles Hotel an almost endless stream of athletes were passing through on their way to the Olympic Games. I could tell by their blazers that they represented many countries for the closing of the Suez meant that many extra planes had to be put into service and even so, people were held up in Singapore, some people (not concerned with the games) as much as two weeks. But I managed to leave on November 10 in ample time for the Congress on Physical Education in Melbourne preceding the games. I traveled south on a plane full of young Australian soldiers just finished with their tour of duty in Malaya and service during the riots in Singapore.

Although I was four days early (since other riots in Djakarta prevented my trip to Bali) Kathleen Gordon of the Department of Health and National Head of Physical Education for Girls in Australia and also the representative for her country in our International Association, arrived from Canberra the next day to greet me and was most kind and helpful throughout my stay. She had visited North America, both Canada and the U.S.A. a few years before.

The Congress

The International Congress on Physical Education was held at the University of Melbourne. Dr. Duras, the Head of that Department, was the chairman and many old friends were present. The meetings opened with a welcome from Dr. Duras and two very interesting talks by David Monro of Birmingham University (Britain) and Philip Smithells of New Zealand. Both gave good ideas to guide us in our understanding of the papers to follow. These were largely devoted to research. There were very interesting talks, among them papers from Australia, Germany, Great Britain, the Philippines, Canada, New Zealand, Japan, Hungary and the U.S.A. Dr. Jokl and Tom Cureton spoke well from our country. I told of type of research done by women in the U.S.A.

We not only enjoyed the University but had our Sunday meetings out at a recreation center where our hosts and hostesses even managed to prepare and serve both lunch and tea. They were very good ones too. We had a beautiful ride in the hills before we returned. Out at the hostel Miss Dodd of Kenya spoke of her work with many racial groups in Kenya.

At the University we were near the beautiful new gymnasium and fields where some of the Olympic competitors were practicing. Swimmers in the pool, track and field stars on the fields and in the gymnasium, some beautiful and breath-taking apparatus work was being prepared by the Czech and Hungarian girls. The school boys and girls of Melbourne were brought out to see it all, and the enthusiasm was tremendous. It is seen in people of all ages and the excitement over the games was felt throughout the city.

The meetings concluded with a morning during which all speakers could be questioned. We all sat in front of the group and there was a good period of clarification for all. Then a final luncheon was held and at this a very important motion was passed which named persons from each continent on a committee to investigate the possibility of the formation of an International Organization (representing all types and associations of physical education) which could make contacts with UNESCO and secure their aid in the furthering of physical education throughout the world.

* This is the second article by Dr. Ainsworth, Smith College. The first appeared in the October 1957 issue of the PHYSICAL EDUCATOR.

Dinner in Melbourne

L. to R.: David Monro, University of Birmingham, England; Dr. Dorothy Ainsworth; Dr. Duras, University of Melbourne, Australia; Miss Barbara Dodds, formerly of Kenya, South Africa; Dr. Ernst Jokl, University of Kentucky, Louisville, and Mrs. Duras.

The committee named in the motion was Dr. Duras of Australia (later selected as Chairman), Mr. Smithells of New Zealand, Mr. Bartoloney, Philippines (for Asia), Miss Dodd (for Africa), Dr. Diem of Germany (for Europe), Miss Ainsworth of the U.S.A. (for America), Dr. Heppe of Hungary and Dr. Jokl of the U.S.A. were nominated from the floor. This group had several meetings in Melbourne.

The Olympics

After the Congress, the time for the Olympic games was at hand and what a spectacle it was. The opening ceremony was held on a beautiful day and from the very first moment, held the full attention of the audience. The bands first—the Duke of Edinburgh rode around the track to the sound of a great roar of welcome, then the athletes, each in their own smart costumes marched by. Every moment was fascinating as the torch was brought in and the flame was lighted, as the pigeons were released to swirl up and out of the stadium, the Olympic oath administered to the leaders of each country, the welcome, the Olympic hymn, and finally the march of competitors out of the stadium.

The games in the following weeks were carried on before great crowds of people. Part of the time I was in Adelaide where I saw the Davis Cup Players plus our great women tennis stars, Althea Gibson and Shirley Fry. There was some beautiful tennis.

I also visited in Canberra where we saw a charming model school for small children. Miss Gordon arranged this very pleasant visit. Mr. Major of Great Britain was also there.

New Zealand

My travels then took me to New Zealand where, in the city of Christchurch I saw a very interesting program of activities, all outdoors on beautiful and spacious green fields. There the boys and girls from small children through High School all entered with great zest into a very active program—where games, gymnastics, free play, and apparatus work, stunts and tumbling all played their part. Some very adaptable and interesting types of apparatus were in use.

This pleasant day was planned by Mrs. Margaret Dunbar Aitken, the representative for the International Women's Association for New Zealand and it was most interesting. Then after several days touring north on the North Island where I saw the interesting Maori people (Polynesians) at Rotarura, and the beautiful flowers, hills and lakes, snow-topped mountains, typical of that beautiful country.

Africa

I flew back to Sydney, Australia and from there took the long, long flight from Sydney, and Darwin and on out across the ocean to Africa, stopping at the Cocos (a mid-ocean coral airstrip), the Maritius (a beautiful tropical island full of flowers), and on into Johannesburg. Our plane was crowded again for we had the South African Olympic team on board. Bob Kiputh of Yale was there enroute

to Johannesburg to give a swimming clinic at the University.

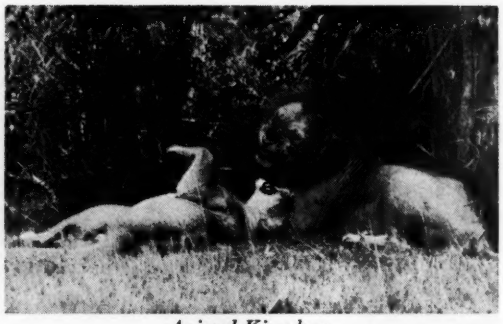
Miss Emmy Hartman of Pretoria met my plane (and at an early hour) and greeted me with the same hospitality and friendliness I was to meet throughout that great country. The following Sunday I saw the dances of the boys who work in the mines. Their rhythm, variety and spirit were really exciting. At least twelve or fourteen tribal dances were given.

On Christmas day I left Johannesburg for Durban in a car with several others to see the animals in Kruger National Park, and then travel on into Durban. I found hunting animals with a camera a very exciting experience. We drove through the park and on south into Swaziland, where the native Africans have their own government under a British Protectorate. There we saw many fascinating people and costumes. We visited another animal reserve, Hluhluwe park, and then drove on into Durban the day before New Years. There I had a wonderful swim on the beautiful but very crowded beach, and enjoyed a New Year's Eve party with friends at the University.

South Africa

The next week I went by car around the tip of South Africa to Cape Town—a beautiful drive, much of the first part through native reservations where people, costumes and houses (rondevals) were most interesting. Further on, we came to the English and Africans' (Dutch) part of the country. In Grahamstown, Mr. and Mrs. Locke, who had attended our Copenhagen meeting in 1949, showed me the Physical Education equipment of their branch of Rhodes University. I was excited to have Mr. Locke drive up in his high car (a cross between a jeep and a station wagon) which is fine for all the camping they do, and to have Mrs. Locke arrive on her Italian skooter. I enjoyed this visit and was happy to see them both again and their fine University.

In Elizabeth Port I was greeted and had dinner with one of our former graduate students, then on along the shore and over two mountain passes and down to the Cape, which I thought the most beautiful part of South Africa. I was near enough to see Stellenbosch where friends of Miss Gabel Nel (our representative), showed me their lovely pool and well arranged buildings. We had an interesting but too short a visit. After this I flew back to Johannesburg and on to the magnificent Victoria Falls in Rhodesia, then to the coast to the Tanganyika cities of Dares Salaam, Zanzibar (very Arabic in cast), and on to Mombasa in Kenya, and over to Nairobi.



Animal Kingdom

I had expected to go into the Middle East from Nairobi but the Suez situation prevented this and instead I flew into Uganda and visited the wonderful animal reservations in Queen Elizabeth Park and Murchison Falls Park. These are thrilling reservations where animal life abounds and you see both from boat and car. Pictures will testify that we saw many kinds of animals and birds. The camps are comfortable and both parks are on points of high land almost surrounded (three sides) by water. But that did not prevent a herd of elephants coming up to see us one night at Murchison Falls. One was within ten yards of my cabin and delayed my going to bed for half an hour. This park is just on the edge of the Belgian Congo and the audience which gathered around our little plane at each little airfield (and I mean field) was most interesting.

My next flight took me back to Nairobi where I saw a school for East Indian boys with a very clever teacher trained in the school north of Bombay, which I had visited while in India. Mr. William White, author of "Physical Education in the Tropics," and Supervisor of Physical Education for Kenya, took me to this school and I had an interesting talk with him. There the boys had made their own apparatus which was both unusual and good.

Europe

The next day I was on another plane heading north and after a midnight stop in the Sudan, I left Africa for Europe. The first two stops on that continent, Athens and Istanbul, were new to me, and it was only when I reached Paris on March 8th was I on familiar ground, but ready to explore the many things I had not seen during my other visits.

* * * *

So?

Life is a grindstone and whether it grinds a man down or polishes him up depends on the stuff he is made of.

Edited by Harry Grabner

Our contributor for this issue is Al Draper, who lives in central New York where he's widely known as an enthusiastic caller of squares—and teacher of other folk dances.

In 1948 Al organized what is now the Syracuse University Folk Dancers. Each year since, this group has arranged a Folk Festival attended by hundreds of people from as far as 300 miles. Al is now the group's volunteer Program Director.

Professionally he calls more than a hundred one-night stands per year. He also leads series of dance-gatherings sponsored by churches, scouts and Syracuse's Recreation Department.

In preparing this column Mr. Draper worked with Vern Steenland whose way of life is dancing and writing about dancing as recreation.

* * *

At a "square dance" in central New York, three squares usually alternate with three rounds—the latter being foxtrots, polkas and waltzes.

We have only a half dozen clubs organized for periodic dancing of squares and/or other folk routines; most closed functions, then, are sponsored at odd intervals by churches, schools, lodges and employers. Open, or public square dancing is offered regularly by the proprietors of three large halls and of sundry taverns; and occasionally by granges, fire districts, churches and other organizations.

In central New York there is almost no prompt calling. This is partially explained by the career of Floyd Woodhull, a singing caller; as late as 1950 he travelled with his orchestra to places such as Cornell University at Ithaca and Suburban Park near Syracuse. Floyd has national influence through his recordings on Victor and Folkcraft labels. He still calls at Elmira.

Here are two singing calls which I use. Most of the commands are given as the action is performed; but commands which precede the action are in italics. This is not to say that the call never varies; adjustments must be made when two or three sets fall behind; again, callers are known to improvise, even to make mistakes!

* * *

CASEY JONES stems from Floyd Woodhull. Dick Best learned it from him at Ithaca and took it to Boston in 1944. It's a rollicking dance liked by skiers and hikers because of the abundance of swinging. Use the tune "Casey Jones" or any 6/8 music thus phrased. Each line of the call requires 8 beats.

STANZA:
All four gents lead out to the right
Balance and swing with all your might
(No call for 8 beats)
Go back home and *swing your own*
Swing your partner round and round
Gents to the center and break her down
(No call for 8 beats; men stamp into the center: slow, slow, quick, quick, slow, then join hands and begin circling left.)
Join your hands go half way round
And swing your opposite lady round
(No call for 8 beats)
Back to the center and break her down
(No call for 8 beats; men stamp etc.)
Join your hands go half way round
Swing your own little partner round
Balance and swing your corners all
Swing that corner round the hall.
CHORUS:
Casey Jones swing with that corner
Casey Jones promenade the hall
(No call for 16 beats)
REPEAT from the beginning three times; original partners will then be together.

* * *

LIFE ON THE OCEAN WAVES, more restful than CASEY JONES, is traditional in New England. I learned this version from Ralph Page of Keene, New Hampshire. Use the tune of the same name. Each line of the call requires 16 beats.

FIRST STANZA:
The head two ladies cross over and by your opposite stand
The side two ladies cross over and dance as I command
Honor your partner la . . . dy bow to your corners all
Swing your corner la . . . dy and promenade the hall.
CHORUS: (No call for 16 beats)

SECOND STANZA:

The head two gents give right hands round and take your steps in time. (Head two gents turn each other by right hands, forearms vertical, elbows not far apart, leaning back.)

Back by the left, give right to your own, now balance four in line. (Each man joins right hands with his own partner; thus the four dancers face alternately, say, north, south, north, south. As they stand, all balance forward and backward—rather than step-swing; start balancing with the word "balance".)

Ladies go in and gents go out now balance in line again. (Men release the left hands by which they're joined and turn their respective partners by the right hand half about; ladies join left hands with each other and all balance.)

Center break turn partners to place and *those two ladies chain.* (Swing partner once or twice in ballroom position to home place.)

CHORUS: (No call for 16 beats)

THIRD STANZA is the same as the second except that it's called for the side men and their partners.

CHORUS: (No call for 16 beats)

REPEAT from the beginning three times; this unites original partners.

VARIATIONS are great fun when the group knows the dance. The caller might command gents to cross over; ladies to give right hands; gents to chain—or all four gents (or ladies) to give right hands etc. The latter involves a grand chain.

* * *

Here are a couple of circle dances. Either is a cure for an excess of men or of women; either is an ice-breaker—in the sense of getting folks onto the floor and dancing—because no partners are required. The music is catchy, toe-tingling. Age range: nine to ninety. Either is a sure winner—if presented with confidence and enthusiasm.

Both routines are Serbian—but if participants are sensitive about the word "folk" just say "This circle dance is done in San Francisco"—or Cleveland, New York or Pittsburgh. Both dances are performed in Serbian churches and clubs in many places.

"Kolo" means, among other things, "circle" and "dance performed by folks in a circle." There are hundreds of kolo dances. Sometimes the circle does not exist; or if it does, it soon becomes a line which weaves in the manner of a serpent. But in these two dances there is no net progress to the right, therefore there can be no snaking; usually, the circle remains a circle.

In both ERSKO and MILANOVO face the center of the circle; keep the circle small—to be very close to your neighbor. Join hands with him; keep hands low, arms straight up and down. Dance straight and tall, as the proud Serbs do! Once learned, you can dance either routine in two or more concentric circles; if desired, dancers in the inner circle face out.

* * *

ERSKO KOLO is often the first dance learned by Serbian children; it was collected by Dick Crum during one of his three trips to Yugoslavia. Folk Dancer MH 3020 is the only recording I'm aware of; the tours are played in different keys; thus in PART I each dancer can sometime find his range and join in singing "la la la la . . ." Listen to the music and *you'll* want to sing!

Unfortunately for methodical Americans, Serbian musicians seldom play an introduction; this recording has but one shadowy up-note. But no matter; you can start this particular dance on the second or third accented note.

In PART II senior citizens "pause" or "lift" instead of "hop."

PART I. Join hands as already described, face the center. All move sideward to the right, taking full weight on each step. Step on right heel in front of you but to your right. Then step *flat* on left foot, more or less behind right; left knee may bend. Continue thus, 14 steps in all; that is, 7 right heels and 7 left feet. In the same rhythm stamp right foot; then stamp left foot and pick it up.

Do all that but moving left, left heel leading and right foot following behind; stamp left; stamp right and pick it up.

"Heel" means just that; dancers on the other side of a large circle can see the sole of your shoe.

It's the leading foot, the heel-foot, which takes the accented musical notes. If there's general conformity, I don't belabor the point; the majority will increase through observation; indeed, "the music almost tells you what to do!"

PART II. Keep hands joined throughout, but not *rigidly* down; let them swing naturally (some ten degrees). Face almost one-quarter to right and move along circumference of circle with one schottische step: R L R and hop on R. Without turning move backward to a the point of beginning: L R L and hop on L. Face center and move forward, R L R and hop on R; backward L R L and hop on L. Repeat PART II.

Repeat from the beginning.

* * *

MILANOVO KOLO is not Serbian in a geographic sense. The steps occur in Serbian dances, but it was probably Serbs in Pittsburgh who fitted them to the melody. Dick Crum learned it there and spread it among dancers throughout the country.

The traditional recording is Stanchel 1011; Balkan 553, while not "authentic" for MILANOVO, is a pleasant alternative—provided your equipment can slow it down. Neither recording has an introduction; you may like to reverse the order of the parts, using the music of PART I as an introduction.

In PART I older dancers "step-lift" or "step-shake"—rather than "step-hop."

PART I. Hands joined as already described, face to right and move along circumference of circle *with short steps:* Step-hop on R, Step-hop on L, then walk 3 steps R L R as you turn to face left.

When walking on L, place it behind R; this is the easy way and the Serbian way—not affectation.

Here's a yarn which may be of service. At a school I played one sequence of this music, but no one danced, not even I. Then I announced, "Right hop left hop walk walk walk." Next I demonstrated on each side of the circle, chanting the ditty as I danced. As all rehearsed, I continued to chant. Presently some of the pupils joined in the chant; perhaps some were teasing me, others trying to learn whether I am pompous. But I was delighted, I grinned, we all became something of a family.

For the final walking step on R there are at least two authentic alternatives: step-hop on R; or do three quick steps or stamps, R L R. Dancers learn these variations by watching the leader—after they know the dance.

Facing left, return in the same way to the point of beginning: step-hop on L, step-hop on R, walk L R L as you face center.

Do PART II a bit stiffly; but knees may flex on the pause. *Raise joined hands out front to almost shoulder level.* Facing center shuffle forward R L R pause L R L pause; back out with the same stepping. Lower hands. (This is the schottisch of ERSKO in plainer dress.)

Repeat from the beginning.

* * *

If you perform or teach ERSKO or MILANOVO without having seen an initiate do so, I'd like to hear from you at 1339 Court St., Syracuse 8, N. Y. —Al Draper.

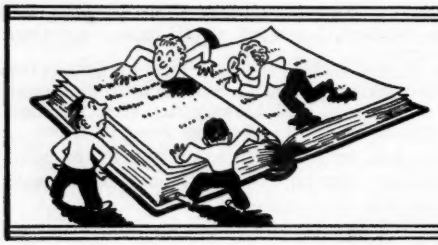
BROAD JUMPER

S. F. Caldwell

He stands
Motionless, waiting
The long runway a blur
A broom sweeps violently
Agitated dirt clouds rise
A sharp-edged rake
Levels imprints of records past

The signal
Coiled springs unwind
Power surging in churning legs
Down the runway
Faster, faster!
Crouching, gathering, springing
Up, up, up!
Arms reach for the sky
Straining, stretching, striving!

Contact
Damp, dirty, sticky sand
In the mouth
On the arms, legs
A brilliant yellow cloth
Etched with black
Fair jump!



BOOK Reviews

Edited by K. W. Bookwalter

AMERICAN NATIONAL RED CROSS, *First Aid Textbook,* 4th ed. rev., Garden City, New York, Doubleday and Company, Inc., 1957, pp. 241, 75 cents.

The long awaited and much needed revision of the American National Red Cross Textbook on First Aid is a decided improvement over previous editions. The outstanding features are the separation of the standard and advanced first aid courses, the addition of illustrative color plates, and individual chapters devoted to skills. The diagrams and pictures (249 in all) throughout the text are excellent. Especially well presented is the unit on Poisoning By Mouth.

Two new features introduced in the text are artificial respiration techniques for infants, including mouth-to-mouth resuscitation, and a statement of objectives for many of the chapters.

The reviewer feels, however, that there is a considerable loss in the new addition by the omission of the review questions at the end of each chapter.

DONALD J. LUDWIG.

BATEMAN, JOHN F., AND GOVERNALI, PAUL V., *Football Fundamentals,* New York, McGraw-Hill Book Company, 1957, pp. 290, $5.95.

This book presents the fundamentals and techniques essential for producing well coached football teams. The authors, former Columbia greats who coached under Lou Little, display a thorough understanding of the game.

The eight chapters include: administration of the program, fundamentals of line play, offensive fundamentals of backfield play, defensive fundamentals of secondary play, passing, kicking, running, and standard defenses for basic offensive formations.

The book, completely up to date, covers all the latest aspects of the game as played by teams using the T, split T, belly, drive, and wing-back formations. Many fine illustrations and diagrams enhance the value of the text.

Coaches and class instructors will find this book a valuable source of information on all basic areas of the game.

JOHN M. DECK.

BERNARD, HAROLD W., *Toward Better Personal Adjustment,* (2nd Edition) New York, McGraw-Hill Book Company, 1957, pp. 454, $5.50.

The practical principles of positive mental hygiene are cited and then substantiation shown. First is given the meaning and significance of mental health. Next the problems common to the college student are discussed. The last phase of the text deals with the processes of adjusting to these and ensuing problems in adult life.

The new edition has added new material and condensed much of the material in the first edition. Audio-visual aids and a glossary are included.

KARL W. BOOKWALTER.

DAVIS, ARTHUR F., AND SOUTHWORTH, WARREN H., *Meredith's Science of Health* (3rd Edition), New York, McGraw-Hill Book Company, Inc., 1957, pp. 492, $5.00.

This book presents as a unit the essential areas pertaining to the field of health. There are illustrations in each area of health and especially noteworthy are eight colored illustrations on body anatomy.

This book is very informative and of special interest to people on the college level.

The major phases of the book are as follows: introducing the science of health, maintaining daily health, coping with some health hazards, facing some major health problems, promoting mental health, and considering the next generation.

RICHARD SPEAR.

DES GRANGES, PAULINE, Editor, *Recreational Games and Sports, 1957-1962,* Division for Girls' and Women's Sports, Washington D.C., American Association for Health, Physical Education, and Recreation, pp. 64. (N.P.)

This is an excellent source book for those who want suggestions for social recreation and rules for selected individual and dual activities. The social recreation games are divided into games of table type, party, picnic, limited space, low cost for large classes, and games to keep a party rolling.

The individual and dual games include tetherball, volley tennis, deck tennis, team deck tennis,

croquet, horse shoes, skish bait casting, shuffle board, paddle tennis, tennis, and lawn bowling.

CAROLYN BOOKWALTER.

DEXTER, GENEVIE, *Teachers Guide to Physical Education For Girls In High School,* Sacramento, California State Department of Education, 1957, pp. 329. (N.P.)

This book is a guide for women physical education teachers and others who are interested in developing, maintaining, and improving the program of physical education for girls. It represents a well diversified physical education program and each phase of the program is explained in detail. The twelve areas included in the book are: Physical education in the secondary school curriculum; organization and administration of the physical education program; facilities, equipment, and supplies; mechanics of body movement; adapted programs for individual abilities and special needs; dances (modern, folk, and social); aquatics; sports and games; tumbling; coeducational physical education; physical recreation program; and the evaluation of student's achievement. This book illustrates the many diversifications that may be done to improve a girl's physical education program.

RICHARD D. SPEAR.

DIEM, LISELOTT, *Who Can,* Wilhelm Limpert Publisher, Frankfort A. M. Germany, 1957, pp. 47. $1.50.

A charming group of twenty series of line drawings of gymnastic and sports activities is presented as challenges to creativity and pride of ability in movement.

The title book is aimed at injecting purposeful but pleasureable graded exercise into the primary grades one to six. This source should be extremely helpful to teachers in this level seeking developmental play activities.

KARL W. BOOKWALTER.

DOUBLER, MARGARET N., *Dance, A Creative Art Experience,* Madison, The University of Wisconsin Press, 1957, pp. 168, $4.00.

This is a book on the theory of the dance from a general point of view in simple language. There is discussion of the value of dance as an expression of society, as a creative expression of man, as a means of education, as a technique of expression, and the relationship of dance to the psychol-physical-anatomical structure and movement.

Teachers and students of the dance will find the help to the answers of the question "why dance?"

KARL W. BOOKWALTER.

ELKOW, J. DUKE, AND STACK, HERBERT J., *Education For Safe Living* (3rd Edition), Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1957, pp. 364, $5.75.

This revised edition is concerned with the entire field of safety education. The authors give a clear detailed description of each area of safety education. Included in the book are: up-to-date facts on accidents, safety methods and organization, conducting effective safety programs, and recent research findings. Another point of particular interest to prospective researchers in safety education is a section on needed research. The book also contains a fine selected reference section after each chapter for further research in the various areas of safety education.

This book makes a valuable contribution to the field of safety education.

RICHARD SPEAR.

EVASHEVSKI, FOREST, AND NELSON, DAVID M., *Scoring Power With The Winged T Offense,* Dubuque, Wm. C. Brown Co., 1957, pp. 240, $5.00.

This offense has evolved from Michigan's single wing of the early forties, where both Evashevski and Nelson were teammates of the famed Tom Harmon. Nelson introduced the strongest parts of Michigan's system to his T offense at Delaware where he enjoyed great success. Last year Evashevski adopted Delaware's total offense with a resulting Big Ten crown for Iowa, climaxed by an overwhelming victory in the Rose Bowl.

The authors do a thorough job of detailing their offense with the help of many diagrams and photo sequences. They start with the background and development of the offense, and its philosophy and advantages. Then they present the numbering system and placement of personnel. Next comes the backfield and line techniques, followed by an analysis of over 180 diagrammed plays with complete assignments for each player.

This is truly a coach's book reflecting a wealth of experience and knowledge.

JOHN M. DECK.

GUND, JAN, *Winter Sports and Outing Activities Guide, July 1957-1959,* Division for Girls and Women's Sports, Washington, D. C., American Association for Health, Physical Education, and Recreation, 1957, pp. 128, 75 cents.

Articles on etiquette, safety, standards, visual aids, organization, and skills are given for activities such as as skiing, skating, outdoor education, camping, hunting and rifling and fishing and fly casting. Selected and annotated bibliographies are given.

CAROLYN BOOKWALTER.

* * *

Be yourself * * * and begin where you are.

Recent ARTICLES

Edited by K. W. Bookwalter

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION, *Journal of Health, Physical Education and Recreation,* 28:6, September 1957. (issue)

The AAHPER has devoted this issue to reflect their concern for physical fitness. They have selected experts to express the various aspects of a better program in physical fitness. The representatives were selected from the following professional fields: recreation, health, physical education, athletics, state board of health, and American Medical Association. There are fourteen excellent articles on the various aspects of physical fitness. This magazine is an excellent publication for professional people who are interested in further promotion of physical fitness.

RICHARD SPEAR.

MILLER, KENNETH D., "Let's Quit Exploiting Children's Sports," *Today's Health,* 5:17-20, May, 1957.

An interesting analysis of children's athletics is conducted in this article. Placing the stress on educational benefits, the author evaluates many of the present practices in athletics for children. He points out the importance of proper training of leaders. Such considerations as control, children's skill learning age, actual effects of this competition, adult zeal, adult patterns of conduct are examined. The author concludes that such athletics, as part of the school administered physical education program has much to offer the child. Trained leadership is the key to a good child centered program.

JOSEPH ERRINGTON.

PACHECO, BETTY A., "Improvement in Jumping Performance, Due to Preliminary Exercise," *Research Quarterly,* 28, 1:55-63, March, 1957.

Ten experienced subjects made 90 or more vertical jumps preceded by isometric stretching exercises, isotonic work (running in place, or a combination (knee bends)). Performance was improved for each individual by each of the three exercises as compared with the control group (no exercise).

Fifty native subjects produced similar results.

The Henry vertical jump apparatus was employed and its reliability was shown.

KARL W. BOOKWALTER.

SPECTER, GERALD J., "Adapting Ideas," *Home Safety Review,* 4:16-18, April, 1957.

An interesting home safety program is described in this article. The author stresses the need for community action, for individual initiative in the solution of local problems. The article illustrates a program which obtained both immediate and lasting effects in home safety conditions and awareness. A home safety committee was selected as the initial step. This committee obtained the interest of the public by preparing inexpensive program kits for distribution to the service clubs and other interested groups in the community. Another project which came as followup to the initiation of the home safety campaign was the use of the 6th grade students in the city as an instrument of accident prevention in the home. Check lists were prepared to be completed by the children, competitions were conducted and other stimulatory techniques were used. The total program was found to have been a great success in developing an awareness of home safety hazards and sound attitudes.

JOSEPH ERRINGTON.

SPORTSMAN, CHARLES, "The Magic Formula for Distance Running," *Journal of Health, Physical Education and Recreation,* 3:60, March, 1957.

This article discusses the use of interval training as the formula for distance running. Its significance is based on past efforts and experiments while its popularity with athletes is provided through motivation derived from the challenge of team mates performances. A sample one-week interval training program for the mile run is presented.

JOHN B. HODAPP.

STACK, HERBERT J., "Improving the Behaviour of Drivers," *American Journal of Public Health,* 4:446-451, April, 1957.

With increased evidence of the effect of attitudes and personality characteristics on accident rates, the problem of behaviour improvement of drivers becomes more important. Four steps are suggested: (1) improved and stepped-up enforcement; (2) improved motor vehicle regulations and driver's license laws—use of the point system or demerits for violations; (3) strengthening work of the traffic courts; (4) better traffic engineering. However, there is much room for a place for education in helping to solve this problem. This education program involves such things as improved driver education teachers, better financial support of driver education programs, informal education media, and clinics.

JOSEPH ERRINGTON.

SOUTHWORTH, WARREN H., D.P.H., Sub-Committee Chairman, Committee on Professional Preparation in Health Education, American School Health Association, "Enrollment and Placement of Health Education Majors," *The Journal of School Health,* 27:187-198, September 1957.

Reports from 35 institutions deal with Recruitment, Undergraduate Health Education Majors, and Graduate Health Education Majors.

The reports cover recruitment methods and problems, enrollment, placement, scholarships and fellowships, baccalaureate and graduate degrees, and salary range of health educators.

The data presented in 12 tables are discussed in sufficient detail to present a very clear picture of the current status of enrollment and placement of health education majors. A Summary presents some of the salient points concerning undergraduate and graduate health education programs.

J. K. RASH.

STULL, DOROTHY, "A Measure of Fitness," *Sports Illustrated,* 7; 6, 28-34, August, 1957.

This article deals with a survey to evaluate fitness progress during the two-year talking stage since the President first alerted the nation to the problem of physical fitness.

The survey disclosed certain broad patterns in fitness that may have been of considerable interest to the President's Citizens Committee when it held its first meeting at West Point.

This problem of physical fitness is of great importance to all people and can not be solved overnight. This is a long range project and it needs the cooperation of all people.

NEAL SKEETERS.

VAVRA, CATHERINE, "Barriers to Communications," *The Journal of School Health,* 27:58-60, February, 1957.

The purpose of communications is the exchange of ideas. The success of the communicative device is found in the skill of the speaker and the listener.

Some of the barriers which hinder communication are: *Misunderstood words*—the same word often carries a different idea or picture to different people; *The personal-emotional needs of the speaker and the listener*—all are accomplished by a different means of expression; *Forming judgments of others because of our own point of view*—bias often enters as a result of immediate personal or emotional judgments, as opposed to deliberate attempts to understand the message being given. *Inability to listen understandingly to another person*—use of restatement of the speaker's statement will help overcome this difficulty; *Lack of feedback*—the effectiveness of communication for the speaker is found in discovering what the listener is thinking, what his ideas and points of view are, and by developing a mutual communication; *Status relationships*—all persons have something to offer to any conversation and often do not because of their status with the group.

These same barriers can be viewed as "Gateways to Good Communication" if they are restated positively.

JOSEPH ERRINGTON.

◆ ◆ ◆ ◆

Worth Doing

Fear less, hope more; eat less, chew more; whine less, breathe more; talk less, say more; hate less, love more; and all good things will be yours.

Swedish Proverb

Christmas Greetings

The Editor, the Business Manager, and the members of the Editorial Board extend Holiday Greetings to all of our readers, and best wishes for a very Merry Christmas, and a Happy, Healthful, and Professionally Prosperous New Year! We hope everything good may come to you and yours!

Outstanding People in the Profession

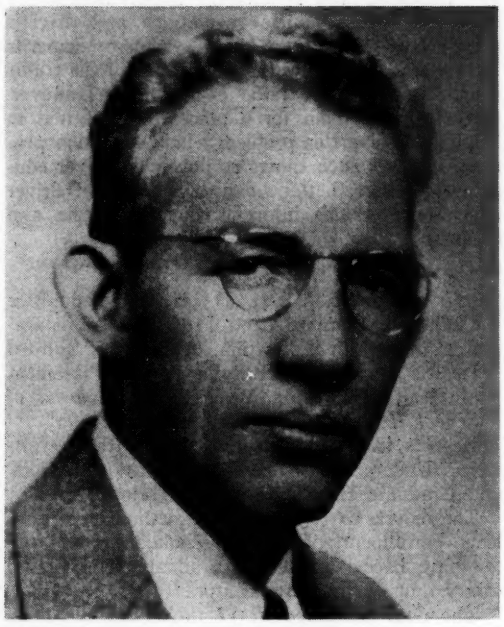
Edited by K. W. Bookwalter

LESLIE W. IRWIN was born in Missouri in 1898. He earned the B.S. degree in 1923 from Missouri Wesleyan College and the M.A. and Ph.D. from Iowa University in 1930 and 1937 respectively. From 1930 to 1945, he was the Director of Health and Physical Education in the Laboratory School of the School of Education, University of Chicago. In 1945, he became professor of Education at Boston University.

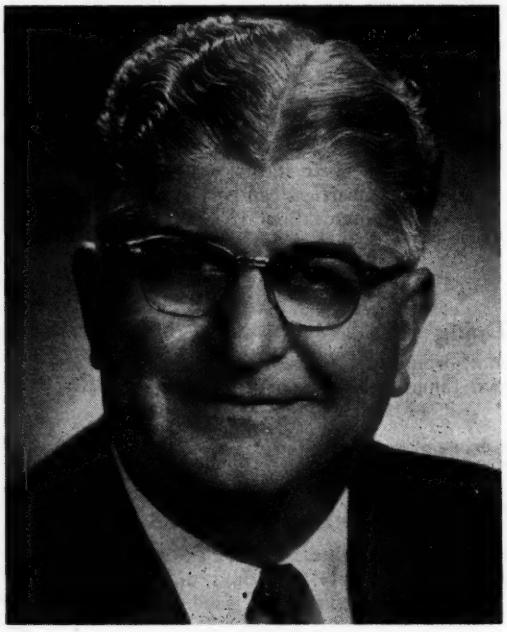
Dr. Irwin has served in many national, state, and local offices of the different organizations within his profession as well as participating on national and state committees and conferences. He was the founder and first chairman of the National Research Council of the American Association for Health, Physical Education, and Recreation.

He was a leader in the development of the undergraduate preparation in health education. In 1951, he received the Honor Award from the AAHPER. He is listed in *Leaders in Education,* and *Who's Who in the East.*

He is the author of twenty-six books and workbooks for elementary, junior, and senior high schools and colleges. These books include: *The Curriculum in Health and Physical Education, Principles and Techniques of Supervision in Physical Education,* and co-author of *Methods and Materials in School Health Education.*



LESLIE W. IRWIN



PAUL E. LANDIS

PAUL E. LANDIS received the B.A. degree from Oberlin College in 1923 and the M.A. degree from Columbia University in 1930. He served as Director of Physical Education in the Public Schools of Portsmouth, Virginia, and coached at Woodrow Wilson High School. He was Associate Professor at Bowling Green State University from 1925 to 1942, and he has served as State Director of Health, Physical Education, Recreation, and Safety in the Ohio Department of Education since that time. He is a veteran of World War I.

His professional activities include serving as advisor to many state and citizens committees in Ohio; secretary of the Ohio Association; member of the Representative Assembly and Vice-President of the Men's Athletics Division, AAHPER.

He served as president of the Midwest Association, 1953-54. From 1947 to 1952, he was a member of the Governing Council of the American School Health Association. He has served the Society of State Directors as secretary and president. He was awarded the Honor Award by the Ohio Association and Recreation by the AAHPER and by the Society of State Directors. He is a fellow in the American Academy of Physical Education.

INDEX TO VOLUME XIV

All articles are indexed under the first principal word in the title and also under the surname of the author.

Number 1, March, 1957
Number 2, May, 1957
Number 3, October, 1957
Number 4, December, 1957

Ainsworth, L. L., Can Touchfootball Be Justified as a Game for Women?, 3: p. 104
Athletics and Intramurals, George, John R. H., 2: p. 72

Barrow, Harold M., A Short Screen Test for Motor Ability, 1: p. 19
Better Citizens From Physical Education, Hesche, Neal H., 2: p. 50
Book Reviews, Bookwalter, K. W., 1: p. 36, 2: p. 76, 3: p. 116, 4: p. 154
Bookwalter, K. W., Book Reviews, 1: p. 36, 2: p. 76, 3: p. 116, 4: p. 154
Fifth Year Issues in Professional Health and Physical Education, 4: p. 143
Outstanding People in the Profession, 1: p. 40, 2: p. 80, 3: p. 120, 4: p. 158
Physical Education Educates!, 2: p. 43
Recent Articles, 1: p. 38, 2: p. 78, 3: p. 118, 4: p. 156
Boyd, Clifford A., A Philosophy of Assigning Grades in Physical Education Classes, 2: p. 64
Broad Jumper, Caldwell, S. F., 4: p. 153
Buette, Benjamin, Health Findings in Kansas High Schools, 3: p. 94

Caldwell, S. F., Broad Jumper, 4: p. 153
Discus Thrower, 2: p. 47
Weight Training, 1: p. 17
Calisch, Richard, You Read It Here First—Tomorrow's Headlines Today, 4: p. 138
Can Touchfootball Be Justified as a Game for Women?, Ainsworth, L. L., 3: p. 104
Capen, Edward K., A Recreation Equipment Loan Service, 2: p. 48
Clarke, H. Harrison, Oregon Pilot Physical Fitness Project, 2: p. 55
Classroom Exercises—Grades 1-2-3 With Rubber Balls, Zinsmeister, Louis A., 2: p. 67
Coeducational Physical Education in the College Service Program, Pitchford, Keith, 1: p. 24
The College Physical Education Association, Kovacic, Charles R., 1: p. 23
Collegium Facultum Anti-Physicaleducationus, Steinberg, Sheldon S., 3: p. 97
Contemporary Dance—Some Trends, Erlanger, Margaret, 3: p. 88
Correlation in the Elementary School, Torpey, James, 3: p. 101
Cowell, Charles C., Our Function Is Still Education!, 1: p. 6

Damron, C. Frazier, The Tootin' T'Alligator, 4: p. 145
Developing Strength, Flexibility and Endurance in Physical Education Programs, Johnson, Birger, L., 2: p. 59
Discus Thrower, Caldwell, S. F., 2: p. 47
The Dividends of Belief, Ulrich, Celeste, 2: p. 57
Dratz, John, Grading in Physical Education, 1: p. 14

Educational Family, Radio, Movies Accepts TV, Picariello, S. J., 1: p. 31
Elsewhere in the World, Some Aspects of Physical Activity in South Africa, Powell, John T., 1: p. 28
Physical Education in New Zealand, Brown, John, 2: p. 70
Physical Education Around the World—The Far East, Ainsworth, Dorothy, 3: p. 108
Physical Education Around the World—Down Under, 4: p. 148
Erlanger, Margaret, Contemporary Dance—Some Trends, 3: p. 88

Field, David A., Wanted Now! A Physical Fitness Test From the President's Council on Fitness, 4: p. 127
Fifth Year Issues in Professional Health and Physical Education Programs, Bookwalter, K. W., 4: p. 143
The Fine Art of Losing, Mitchem, John C., 3: p. 93
The Function of Hypotheses in Research, Van Dalen, D. B., 1: p. 21

George, John R. H., Athletics and Intramurals, 2: p. 72
Gilmer, Frank B., Should the Sport of Boxing Be Discontinued? No.!, 4: p. 133
Grabner, Harry, Hallowe'en Fun, 3: p. 102
Teachable Dances, 1: p. 32, 2: p. 73, 3: p. 111, 4: p. 151
Grading in Physical Education, Dratz, John, 1: p. 14

Hallowe'en Fun, Grabner, Harry, 3: p. 102
Hawks, George W., Some Comments on "Comments on An Article," 3: p. 99
Health Findings in Kansas High Schools, Buette, Benjamin, 3: p. 94
Henry, Charles D., A Small College Looks at the "RH" Factor in the Summer Program, 2: p. 66
Hesche, Neal H., Better Citizens From Physical Education, 2: p. 50
How to Warm the Bench, Anonymous, p. 34

Illinois Governor's Conference on Youth Fitness, Johnson, R. H., 3: p. 95
The Improvement of Marking in College Physical Education Programs, Jackson, Edward L., 4: p. 140
In the Editor's Corner, The Scope of School Recreation, Thompson, John C., 2: p. 42
The Real Payoff, Esslinger, A. A., 3: p. 82
Rogers, J. E., Citizenship and Physical Education, 4: p. 122
The Whole Program—Our Responsibility, Rogers, J. E., 4: p. 2
The Intramural Director Looks at Awards, Tyrance, Herman J., 2: p. 62
Isler, Albert J., Why Have a May Day?, 2: p. 53

Jackson, C. O., Elsewhere in the World, 1: p. 28, 2: p. 70, 3: p. 108, 4: p. 148
In the Editor's Corner, 1: p. 2, 2: p. 42, 3: p. 82, 4: p. 122
Jackson, Edward L., The Improvement of Marking in College Physical Education Programs, 4: p. 140
Johnson, Birger L., Developing Strength, Flexibility and Edurance in a Physical Education Program, 2: p. 59
Johnson, R. H., Illinois Governor's Conference on Youth Fitness, 3: p. 95

Klein, Karl K., Physical Education—Growth and Development in Rehabilitation, 2: p. 58
Kosakowski on the Goal Line, Leyshon, Glynn, 2: p. 115
Kovacic, Charles R., The College Physical Education Association, 1: p. 23

Lehsten, Nelson G., Teaching Techniques, Procedures for the Utilization of Pupil Leaders, 1: p. 26
Guidance Procedures, 2: p. 68, Attendance and Recording and Reporting Procedures, 3: p. 106
Leyshon, Glynn, Kosakowski on the Goal Line, 3: p. 115
A Look at Ourselves, Myers, Frank H., 4: p. 125

Massey, Sally, Physical Fitness, 1: p. 27
McCloy, C. H., Towards a Greater Degree of Physical Literacy (Part I), 3: p. 83, (Part II), 4: p. 126
McCooe, Jr., David L., Planning a Unit on Traffic Safety for the Elementary Grades, 2: p. 61
McCristal, King, Your Professional Library, 1: p. 15
Mitchem, John C., The Fine Art of Losing, 3: p. 93
A Modern Plant, 1: p. 35
Myers, Frank H., A Look at Ourselves, 4: p. 125

A New Facility, Patthoff, Howard C., 4: p. 135
Nixon, Howard R., Schools With Superior Programs, 3: p. 100

Opinions on Heart Exercise and Acute Heart Dilatation, Schmidt, F. A., 1: p. 10
Oregon Pilot Physical Fitness Project, Clarke, Harrison H., 2: p. 55
Our Function Is Still Education!, Cowell, Charles C., 1: p. 6
Outstanding People in the Profession, Kilander, H. Frederick, Scott M. Gladys, 1: p. 40, Cowell, Charles C., French, Esther L., 2: p. 80, Forsythe, Charles E., Smith, Julian W., 3: p. 120, Irwin, Leslie W., Landis, Paul E., 4: p. 158

Patthoff, Howard C., A New Facility, 4: p. 135
Pearson, George, Syverson, Magnus, Student Teaching in Physical Education, 4: p. 130
A Philosophy of Assigning Grades in Physical Education Classes, Boyd, Clifford A., 2: p. 64
Physical Education Educates! Bookwalter, Karl W., 2: p. 43
Physical Education—Growth and Development in Rehabilitation, Klein, Karl K., 2: p. 58
Physical Fitness, Massey, Sally, 1: p. 27
Picariello, S. J., Educational Family, Radio, Movies Accepts TV, 1: p. 31
Purposeful Planning in Physical Education, 4: p. 142
Pitchford, Keith, Coeducational Physical Education in the College Service Program, 1: p. 24
Planning a Unit on Traffic Safety for the Elementary Grades, McCooe, Jr., David L., 2: p. 61
Purposeful Planning in Physical Education, Picariello, S. J., 4: p. 142

Recent Articles, Bookwalter, K. W., 1: p. 38, 2: p. 78, 3: p. 118, 4: p. 156
Recreational Hazards of the School-Age Child, Streit, W. K., 2: p. 45
A Recreation Equipment Loan Service, Capen, Edward K., 2: p. 48

Schmidt, F. A., Opinions on Heart Exercise and Acute Heart Dilatation, 1: p. 10
A Short Screen Test for Motor Ability, Barrow, Harold M., 1: p. 19
Should Sex Education Be Taught in the Public Schools? Streit, W. K., 1: p. 8
Should the Sport of Boxing Be Discontinued? No!, Gilmer, Frank B., 4: p. 133
Should the Sport of Boxing Be Discontinued? Yes!, Steinhaus, Arthur H, 4: p. 131
Schools With Superior Programs, Nixon, Howard R., 3: p. 100
Slater-Hammel, A. T., Some Comments on an Article, 1: p. 3
A Small College Looks at the "RH" Factor in the Summer Program, Henry, Charles D., 2: p. 66
Some Comments on an Article, Slater-Hammel, A. T., 1: p. 3
Some Comments on "Comments on an Article," Hawks, George W., 3: p. 99
Some Larger Aspects of Fitness, Steinhaus, Arthur H. p. 86
Steinberg, Sheldon S., Collegium Facultum Anti-Physicaleducationus, 3: p. 97
Steinhaus, Arthur H, Should the Sport of Boxing Be Discontinued? Yes!, 4: p. 133
Some Larger Aspects of Fitness, 3: p. 86
Streit, W. K., Recreational Hazards of the School-Age Child, 2: p. 45
Should Sex Education Be Taught in the Public Schools?, 1: p. 8
Student Teaching in Physical Education, Syverson, Magnus, Pearson, George, 4: p. 130.
Syverson, Magnus, and Pearson, George, Student Teaching in Physical Education, 4: p. 130

Teachable Dances, Bennett, Colleen, 1: p. 32, Lohse, Henry, 2: p. 73, Gentry, Thomas F., 3: p. 111, Draper, Al, 4: p. 151
The Tootin' T'Alligator, Damron, C. Frazier, 4: p. 145
Torpey, James, Correlation in the Elementary School, 3: p. 101
Towards a Greater Degree of Physical Literacy, (Part I), McCloy, C. H., 3: p. 83, (Part II), 4: p. 126
Tyrance, Herman J., The Intramural Director Looks at Awards, 2: p. 62

Ulrich, Celeste, The Dividends of Belief, 2: p. 57

Van Dalen, D. B., The Function of Hypotheses in Research, 1: p. 21

Wanted Now! A Physical Fitness Test From the President's Council on Fitness, Field, David A., 4: p. 123
Weight Training, Caldwell, S. F., 1: p. 17
Why Have a May Day?, Isler, Albert J., 2: p. 53
Willard Walter Patty Retires, 3: p. 85

You Read It Here First—Tomorrow's Headlines Today, Calisch, Richard, 4: p. 138
Your Professional Library, McCristal, King, 1: p. 15

Zinsmeister, Louis A., Classroom Exercises—Grades 1-2-3 With Rubber Balls, 2: p. 67